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**CRITICAL SUCCESS FACTORS AND THE ROLE OF THE BOARD
OF TRUSTEES IN THE COMPREHENSIVE
INTERNATIONALIZATION OF COMMUNITY COLLEGES: A
QUALITATIVE CASE STUDY**

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by

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Treatise

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Dedication

I dedicate this to the memory of my mother and father, Anna and Mac McRaven, and to my family and friends who have supported me on this very long journey!

Education is the family business. My parents, sister, brother, aunts, uncle, cousins, and niece have all, at one time, been educators and teachers. I am proud to finally join them in the profession. A special thanks to my long time friends who have encouraged and pushed me along the way to reaching my goal: Drs. Emma Lou Linn, Barbara Mink, Randa Safady, Lorrie Brown, Molly Beth Malcolm, and Mary Cowherd, Christine Nichols, Susan Engelking, and Jan Smith. Finally, special thanks to my Austin Community College family who have been supportive and understanding over the last five years!

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**Critical Success Factors and the Role of the Board of Trustees
In The Comprehensive Internationalization of Community Colleges:
A Qualitative Case Study**

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The University of Texas at Austin, 2015

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For over four decades, scholars and national community college associations have called upon community colleges to internationalize their institutions and produce students with a global competency - students with the knowledge and skills necessary to succeed in the 21st century in an era of globalization. Many community colleges have been slow to respond to the needs of their students in this globalized society. Efforts by college champions are often programmatic initiatives that do not result in long-term systemic change; when these champions are no longer at the institution, the programs falter. This study serves as an additional reference for community colleges seeking to initiate and institutionalize global education programs with a focus on the role of the governing body, the board of trustees.

A qualitative methodology and case study design, this study analyzed the role of community college board of trustees in an urban college that has attempted to internationalize their institution.

The factors, processes, and obstacles that community colleges face when creating global initiatives in their institutions were also examined. This study revealed ten major themes: (a) role of the board of trustees, (b) chancellor leadership, (c) programs, (d) faculty, (e) curriculum infusion, (f) partnerships, (g) college mission, (h) student success, (i) planning, structures, and systems, and (j) barriers.

The findings reveal that the role of the board of trustees in the internationalization of a community college is important, but often limited by knowledge of initiatives and competing demands. The results also point to the importance of participation in the Salzburg Global Seminar as a means of garnering faculty support and course infusion, both critical factors to internationalization.

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Chapter One: Introduction

Higher education has an immeasurable influence on society and the development of its citizens. In the global society of the 21st century, community colleges bear a tremendous responsibility in producing high quality graduates with global competence. The notion of global education is not new and has been advanced as an important competency for community college students for more than 35 years. In April 1977, the American Association of Community and Junior College (AACJC) Board of Directors adopted a resolution on international education to provide policy guidelines for its future activities. Those guidelines included, among other things, a commitment to represent U.S. 2-year institutions at international conferences and as a member of international associations, to act as a clearinghouse for information exchanges between U.S. and community colleges abroad, and assist in the internationalization of American community college curricula (Gleazer, 1978, p. 12).

Although the push for internationalization has persisted for over three decades, this initiative experienced renewed emphasis in the post-9/11 era. In the weeks after the terrorist attacks of September 11, 2001, the American Association of Community Colleges (AACC formerly AACJC) issued an amendment to its position statement on international education, stating,

In the light of the events of September 11, 2001, the citizenry must be prepared to engage in worldwide activities related to education, business, industry and social interaction. To ensure the survival and well being of our communities, it is

imperative that community colleges develop a globally and multi-culturally competent citizenry. (AACC, 2001, para. 1)

Green (2002) added, however, that while the events of September 11th may focus attention on and galvanize colleges and universities to become serious about international and global learning, even a crisis may not produce deep and enduring change (p. 14).

According to David Goldman, former Assistant Director for the Salzburg Global Citizenship program, the Salzburg Global Seminar Citizenship Program (SGSCP) was developed in 2004 at the urging of several community college presidents and in response to the need for globally educated students and for community colleges to expand their missions (personal communication, 2013). The SGSCP's mission is to engage higher education institutions in the global education movement and to provide colleges with the necessary tools to implement global learning (Salzburg Global Seminar, 2014).

In 2006, the Committee for Economic Development (2006) issued a report warning that the United States will become less competitive in the global economy because of the declining quality of education related to foreign language and culture at the college and high school levels. This report emphasized the importance of education for global leadership by stating,

Today's students will soon be finding their place in a world that is interconnected as never before. The changing role of our nation in the international community, the changing face of American neighborhoods, the changing sources of everyday consumer products, the changing challenges confronting science, health, environmental and law enforcement experts—all must be understood and

managed by a new generation of citizens, workers, and leaders. Dealing with these and future challenges will require an education system that, from kindergarten through postsecondary education, prepares future citizens and employees to act and lead in a global context. (CED, 2006, p. 16)

That same year, AACC and the Association of Community College Trustees (ACCT) issued a joint statement emphasizing the need for a globally educated citizenry. In this statement, the AACC and the ACCT assert that community colleges play a vital role in developing the global competence necessary for the United States to maintain its educational and economic vitality and remain a leader in the global community of the 21st century. And, to ensure the survival and well being of its communities, AACC/ACCT said that it is imperative that community colleges develop a globally and multi-culturally competent citizenry (AACC/ACCT, 2006).

For over 25 years, the American Association of Community Colleges, the Association of Community College Trustees, and the Community Colleges for International Development have actively promoted global learning and the internationalization of community colleges (Dean, 2003). Ten years later, community colleges are still being called upon to produce globally competent students (Treat & Hagedorn, 2013). The question remains whether community colleges have made any progress towards this goal, and if so, how they have achieved internationalization. Further, what role if any, has the governing board of the colleges, the board of trustees, played in this process.

Statement of the Problem

In the current environment of globalization and technological advances, corporate America is increasingly concerned about the lack of student preparedness for the global workforce. For over 35 years, the American Association of Community Colleges, the Association of Community College Trustees, and other national community college associations have been actively promoting global learning and the internationalization of college institutions. Programs like the Salzburg Global Citizenship Seminar were developed to engage community colleges in the global education movement and to provide community colleges with the necessary tools to implement global learning.

Community colleges have been slow, however, to initiate and sustain a commitment to global education. Where global education programs do exist, they are usually championed by chancellors, presidents, or faculty members and not always integrated into the teaching, learning, and mission of the college (Chan, 2014; Dean, 2003).

Purpose of the Study

Contemporary research related to the variables that influence the internationalization of community colleges is limited. Even more rare is the body of research related to the role of the community college trustee in this endeavor. The purpose of this study is to document the factors that influenced the development and expansion of a global education program in one urban community college. Furthermore, the researcher will examine what role, if any, the board of trustees played in the internationalization of the case study community college.

Research Questions

The following research questions guide the exploration of globalization in community colleges in the 21st century:

1. What is the role of the board of trustees in institutionalizing global education?
2. What factors and programs have influenced the shift to global education and internationalization of an urban institution?
3. What common programs, processes, outcomes, and barriers exist in globalizing community colleges?

Overview of the Methodology

A qualitative methodology is preferred in studies where the researcher is interested in how people interpret their experiences and the meanings they attribute to their experiences (Merriam, 2009). This study employed a qualitative methodology, an interpretivist analytical paradigm, and a single-case study design. Creswell (2007) described case study research as a qualitative approach in which the investigator explores a bounded system over time through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes. The bounded case in this study was an urban community college that has implemented a global education program.

The site was selected to ensure that the participants and documents informed the research questions. Data sources included interviews, a review of relevant documents, researcher observations, field notes, and a reflective fieldwork journal. Interview participants were selected using purposeful and then referral sampling (Merriam, 2009).

Interviews were semi-structured, with follow-up interviews to confirm preliminary analyses consisting of descriptions or themes, as needed (Creswell, 2007). Data collection occurred simultaneously with data analysis, which was an ongoing, iterative process that followed the sequence of analytic induction and coding outlined by Hays and Singh (2012).

Definition of Terms

In order to better understand the study and related context, some elaboration of the terms is necessary. It is not unusual to see the terms global education, global studies, and internationalization used interchangeably, along with globalization and globalizing (Frost, 2007, p. 68). Other terms like global learning, global perspective, global citizenship, and international education are prevalent in the global education literature. For this study, the following definitions were used:

Board of Trustees (BOT): Governing body for a community college. The BOT is responsible for ensuring that their colleges are an integral part of their communities and serve their ever-changing needs. Boards are accountable to the community for the performance and welfare of the institutions they govern (ACCT, 2014). BOTs vary widely in the form of local governance in the United States.

Curriculum Infusion: The deliberate process of bringing a global perspective to existing curricula, as well as creating new lessons for the increasingly diverse student population. The key to this approach is the development of a curriculum that first introduces themes and concepts, reinforcing and then expanding and developing them into more advanced coursework (Global Education Network, 2015).

Globalization: Social process in which the constraints of geography on economic, political, social, and cultural arrangements recede, in which people become increasingly aware that they are receding, and in which people act accordingly (Waters, 2001, p. 5). Levin (2001) described four domains of influence within globalization: economics, political, cultural, and informational.

Globally Competent Learner: One who is "...able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, to celebrate the richness and benefits of this diversity" (Hunter, White, & Godbey, 2006, p. 274).

Global Citizenship: Integrative experience in which students approach the world from multiple lens and wrestle with the ethical implications of differential power and privilege between different ethnic groups (Hovland, 2006 p. 471).

Global Learning: Process by which students prepare to fulfill their civic responsibilities in a diverse and interconnected world and must inform all of the five goals: (a) acquiring intellectual skills or capacities; (b) understanding multiple modes of inquiry and approaches to knowledge; (c) developing societal, civic, and global knowledge; (d) gaining self-knowledge and grounded values; and (e) concentrating and integrating learning (Hovland, 2006, p. 10).

Global Studies: Learning exercise that helps a student understand the interconnected nature of the world over time. Global studies programs use comparative and case studies, and even literature to help students learn (Frost 2007, p. 69). The

Development Education Association (DEA) defines global learning as, “creative thinking; self-awareness and open-mindedness towards difference; understanding of global issues and power relationships; and optimism and action for a better world.” (p. 2).

Internationalization: Systematic and sustained effort with the purpose of making an institution responsive to the requirements and challenges related to the globalization of society, economy, and labor markets (Van der Wende, 1997, p. 19). Internationalization of higher education is one of the ways a country responds to the impact of globalization (Qiang, 2003).

Salzburg Global Seminar: Founded in 1947 for the purpose of bringing young leaders together to broaden their understanding of the factors, forces, and systems that shape the world in which they live, in order to equip them with the impetus to create more lasting, sustainable, and peaceful societies. More than 65 years later, this vision still drives the work and it is at the heart of the Salzburg Global programs. The core mission of the Global Citizenship Program is to facilitate institutional change in educational enterprises, primarily colleges and universities (SGS, 2004; SGS, 2014).

Sister Cities: Broad-based, long-term partnership between two communities in two countries. A sister city, county, or state relationship is officially recognized after the highest elected or appointed official from both communities sign off on an agreement. A city may have any number of sister cities, with community involvement ranging from a half dozen to hundreds of volunteers. In addition to volunteers, sister city organizations may include representatives from nonprofits, municipal governments, the private sector,

and other civic organizations. Sister city relationships offer the flexibility to form connections between communities that are mutually beneficial and which address issues that are most relevant for partners. Each sister city organization is independent and pursues the activities and thematic areas that are important to them and their community including municipal, business, trade, educational, and cultural exchanges with their sister city.

Trustee: Voting member of the board of trustees, which is the governing body of a community college.

Limitations

The findings of qualitative case study research are bound by the context of the study; thus, researchers are typically hesitant to generalize the findings from case study research (Creswell, 2007). The researcher has provided thick, rich descriptions to better ensure the transferability of the findings as suggested by Merriam (2009). However, due to the contextually dependent nature of case study research, this study was limited by the transferability of the findings. In addition, the ability of participants to recall relevant information was a second limitation. Those selected to participate in the study were asked to reflect on their experiences from the implementation of global education programs, and their perceptions of the role of the governing body plays in this effort, which occurred over a span of several years. Participants' perceptions, however, may have been selective, and/or perceptions may have altered over time. Finally, this study was limited by the availability of documents pertaining to the implementation of global education and the role of the board of trustees.

Delimitations

This study used a single-case study design and was conducted at an urban community college. As such, the researcher only examined a single, large, diverse, urban institution with a track record of supporting global education programs. The findings may be applicable to similar institutions, but the transferability is bound by the context of the case. This research did not include student participants as the researcher was interested in the views of professionals and governing board members in the field of education and community colleges.

Assumptions

In this study, the researcher operated under several assumptions that are defined as “what you take for granted relative to your study” (Stake, 2010, p. 139). The study proceeded under the following assumptions: (a) responses to the interview questions from the elected officials and staff reflected their personal and professional opinions; (b) participants answered the interview questions openly, honestly, and to the best of their knowledge (Stake, 2010); (c) the board of trustees plays a role in the internationalization of a community college; (d) there are multiple factors that influence the shift to global education in a community college; and (e) there are barriers to globalization in community colleges.

Significance of the Study

Institutions of higher education have an important role to play in educating students for employment in the global society. This case study will contribute to the research on global education in community colleges and the internationalization of those

institutions. Furthermore, this research will serve as a reference for community college policymakers, trustees, chancellors, presidents, and champions of global education, as well as, state and national community college associations who seeking to initiate, redesign, or improve a global education program and thereby responding to the community needs for a globally competent workforce.

A secondary audience for the study is local, state, and national business associations (e.g., Chambers of Commerce) and international partnerships (e.g., Sister City Programs) that want to accelerate global learning and are advocating for students with global competencies. The study may serve as a roadmap for their communities and states.

This case study contributes to scholarly research and practice of globalization through a holistic study of a community college with an established history in global education. This study has the potential to contribute the field of global education and for community colleges interested in developing students with a global perspective. Finally, this study highlights a significant, but potentially overlooked, factor influencing the internationalization process: the board of trustees.

Summary

Chapter one introduced the study, including background information, a statement of the problem, purpose of the study, research questions, and an overview of the methodology. Also, included were the definition of terms, delimitations and limitations of the study, assumptions, and significance of the study. Chapter two presents a review

of the literature related to global education, as well as, the theoretical underpinnings for this study.

Chapter Two: Review of the Literature

More than a decade after the initial resurgence of internationalization following events of September 11, 2001, assertions about the importance of internationalization continue to be made. In 2012, the 21st-Century Commission Report released by AACC restated the organization's case for embracing global education:

It is important that community college graduates, whatever their location, be not just globally competitive but also globally competent and understand their roles as citizens and workers in an international context. (AACC, 2012, p. 6)

Treat and Hagedorn (2013) supported the idea that community colleges are still being called upon to produce globally competent students. They added, "The community college is uniquely situated to pivot as a key global partner for the democratization and development of a global workforce" (p. 6).

The message is clear that America's continued global leadership will depend upon student's preparation to interact with the world community both inside and outside our borders. However, the question remains: have community colleges made any progress towards global learning and internationalization in the new millennium? If so, what practices and strategies were used to achieve these goals? Also, what is the role of community college trustees in establishing and realizing this goal?

This literature review examines the contemporary research on global community colleges and how these institutions have attempted to "internationalize" education for students. This review is organized into five sections: (a) conceptualizing global education; (b) the global community college; (c) the internationalizing factors and

process for a community college; (d) the role of the community college trustee; and (e) an overview of the theoretical underpinnings and conceptual framework for globalization in community colleges.

It is important to note that this review does not address the debate over globalization and whether it is important. This debate occurred in the 20th century and is a foregone conclusion in the 21st century. In addition, the concept of global internationalization is often confused with exporting U.S. community colleges to other countries. For discussion on this phenomenon, see Dembecki's (2010) article "Interest in Community Colleges Growing Internationally" published in *Community College Daily*. Thus, this review does not include literature related to establishing the U.S. community college model abroad.

Conceptualizing Global Education and Internationalization

This section presents a practical framework and reference for understanding the recent urgency for developing global education and globally competent students. The various approaches to internationalization and the concept of globally competent students are elucidated. This section concludes with a discussion on the influence of September 11th and the resurgence of global education initiatives.

Approaches to internationalization. There are several approaches aimed at the promotion and implementation of programs to support internationalization. Qiang (2003) developed a schema for understanding internationalization. Although some of these approaches contain overlapping elements, the four approaches used to describe internationalization are:

1. The activity approach, which promotes activities such as curriculum, student/faculty exchange, and international students;
2. The ethos approach, which emphasizes creating a culture that values and supports international and intercultural perspectives and initiatives;
3. The process approach, which stresses integration or infusion of an international dimension into teaching, research, and service; and
4. The competency approach, which emphasizes the development of skills, knowledge, attitudes, and values in students, faculty, and staff.

Chan (2014) said internationalizing an institution requires a multidimensional approach that requires both a top-down (e.g., globalization across the curriculum) and bottom-up (e.g., student-run global studies society) projects. Community college leaders must envision, build, and sustain the infrastructures needed to make global learning a central mode of global engagement (p. 21).

In 1996, the American Council on International Intercultural Education (ACIIE) and The Stanley Foundation published a joint report on community college global education that highlighted a focus on creating global competency. The report stated that global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate this richness and diversity (ACIIE & Stanley Foundation, p. 2). Similarly, Hunter (2004) defined global competence as, "...one having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained

knowledge to interact, communicate, and work effectively outside one's environment” (pp. 130-131). Qiang (2003) also addressed the competency approach to internationalization, stating,

The issue central to this [competency-based] approach is how generation and transfer of knowledge help to develop competencies in the personnel of the higher education institution so that they become more internationally knowledgeable and interculturally skilled. Thus, in this approach, the development of internationalized curricula and programs is not an end in itself but a means towards developing the appropriate competencies in the students, staff, and faculty. (p. 250)

Of the various approaches to internationalizing an institution, the competency-based approach appeared to get the most coverage in the literature. There is agreement, however, among the scholars that to be internationalized, all four approaches must exist at the institution.

Influence of 9/11 on Global Education Initiatives

The push for a more global emphasis on education and the importance of globally competent students was greatly amplified by the events of September 11, 2001. The tragedies of 9/11 provided educators with a crucial opportunity to reclaim schools as part of the democratic public sphere in which students can engage in dialogue and critique around the meaning of democratic values, the relationship between learning and civic engagement, and the connection between schooling, what it means to be a critical citizen, and the responsibilities one has to the larger world (Giroux, 2002, p. 6).

According to Madeleine Green of the Center for International Initiatives at ACE, the terrorist attacks of September 11, 2001 underscored both the need for a greater understanding and appreciation for the perspectives of globalization, as well as drew attention to what some education scholars consider a historical neglect of international education. She explained, “Learning about the world and the interrelationship of national, international, and global issues have been largely ignored in the national education debate for the last 25 years” (Green, 2002, p. 8).

The National Association of Foreign Student Advisors supported Green’s assertion, adding that the events of September 11, 2001 constituted a wake-up call and warned that America’s ignorance of the world was a national liability (NAFSA, 2003, p. iv). After the September 11th terrorist attacks, scholars and national education associations proposed the idea of global education as a national “imperative” for the 21st century, at the same time suggesting that the U.S. educational system had failed to address this need in the past (Green, 2002; Giroux, 2002). One year after the September 11th attack, the American Council on Education (ACE) conducted a national public opinion poll, which revealed strong support for international education and language training among the public, students, and faculty (ACE, 2002).

The Impact of Global Learning Initiatives on Community Colleges

Community colleges are increasingly called upon to provide globally competent and workforce-ready students, yet they were never designed for this purpose. These local institutions now account for 45% of all higher education institutions and enroll 40% of all students (NCES, 2010).

While community colleges have historically focused on serving their local communities, the local community has become increasingly global, as community businesses continue to expand overseas, immigration flow increases the ethnic diversity of towns, and worker mobility is an expected reality (Green & Siaya, 2005, p. 1). As the local community continues to be redefined, so does the mission for community colleges.

Reimagining the mission. Gleazer (1980) wrote that the mission of the community college in the 1960s was to keep pace with the community and to “help us make counties where they are located...attractive... in which to do business” (p. 6). They are to be a key community resource in cooperation with other community agencies and were an extension of high school for those taking a job or transferring to the university (pp. 6-12). Fifield (1998) asserted that the meaning of “community” for community college educators had evolved. Within the last five years, many community colleges have expanded the definition to include the world community, reflecting the growing sensitivity to interdependency of nations as well as the increasing mobility of their citizens (p. 40, as cited by Fifield, 1998 pp. 3-4).

According to Treat and Hagedorn (2013), community colleges were never designed to be international educational centers and were in fact renamed “community” in lieu of “junior” to specifically highlight their role in serving the needs of the local community. Many community colleges are locally funded and created to meet local workforce needs (p. 5). Furthermore, they contend that the world of the 21st century is very different than the world that existed when community colleges were first expanded in the 1960s, suggesting that community colleges can no longer be insulated from global

concerns nor can students be educated without some global knowledge and the expectation of living in a global environment (p. 6).

Granados-Sanchez et al. (2012) affirmed the research of Treat and Hagedorn, stating, "...leaders of community colleges must begin to re-conceptualize their understanding of higher education in a way that will serve both national and global needs and bring about sustainable development in American society" (p. 201).

Several scholars in the field believe that the original mission on community college and the definition of "community" should be changed and expanded to include reference to the role of colleges in educating students for the 21st century for a global workplace.

Preparing the global workforce. As business and culture transcend national borders, our future workforce—even at the local level—will need to think globally. Today's graduates must be prepared to work across communities and countries to succeed (Institute for International Education, 2011, p. 2). Green and Siaya (2005) also highlighted the importance of preparing students for the global workforce, stating,

Given the population of students they serve and the role they play in providing prepared students for the workforce, it is crucial that community colleges have the ability to prepare globally competent and workforce ready students for the nation. And, indeed, these institutions are no strangers to the national conversation on internationalization. (p. 1)

Treat and Hagedorn (2013) added, "...the community college is uniquely situated to pivot as a key global partner for the democratization and development of a global workforce" (p. 6).

In 2010, President Obama shared his support for a global community college workforce at the White House Summit on Community Colleges. He advocated that community colleges must play a vital role in training American workers to compete in the global knowledge economy. For this reason, he stated, preparing college students at 2-year community colleges will be a priority for our country to meet the goal of having over 5 million community college degree holders by the year 2020 (White House, 2010).

Internationalization Factors, Processes, and Progress for Community Colleges

Dean (2003) reported that little progress was being made to internationalize community colleges (p. ix). In response to this delay, the Salzburg Global Seminar Citizenship Program for Colleges was developed in 2004 at the urging of several community college presidents and to meet the need for globally educated students (D. Goldman, personal communication, 2013). The program's mission is to engage higher education institutions in the global education movement and to provide colleges with the tools and processes to implement global learning (Salzburg Global Seminar, 2014). Green and Siaya (2005) worked with American Council on Education to survey 233 community colleges regarding the status of globalization at their institutions. The report concluded and supported Dean's (2003) findings that overall internationalization scores of a majority of the colleges surveyed were low, 59%, less active, and that none of the participant colleges scored in the high category (highly active) (p. ii).

Key factors in internationalization. Dean (2003) asserted that global education involves a wide array of programs and activities that should be integrated in the institution's curriculum (p. 174). Chan (2014) supported Dean's conclusion, positing that internationalizing an institution requires a multidimensional approach that requires both a top-down (e.g., globalization across the curriculum) and bottom-up (e.g., student-run global studies society) projects (p. 17).

As a result of their research, Green and Siaya (2005) created an internationalization index for community colleges consisting of six key dimensions: (a) articulated commitment, (b) academic offerings, (c) organizational infrastructure, (d) external funding, (e) institutional investment in faculty, and (f) student programs.

Six Dimensions of Internationalization

-
1. Articulated Commitment
 - Mission Statement
 - Strategic Plan
 - Recruitment Materials
 2. Academic Offerings
 - Course Infusion
 - Study Abroad for Credit
 3. Organization Infrastructure
 - International Office (District Wide)
 - International Council
 - Campus Wide Task Force
 4. External Funding
 - Grants, Foundation
 5. International Investment in Faculty
 - Workshops, Presentations
 - Study Abroad
 - Professional Development
 6. Student Programs
 - Study Abroad
 - International Topics
 - International Students

Table 1: Six Dimensions of Internationalization (Green & Siaya, 2005)

Green and Siaya (2005) concluded that of all the crucial factors in internationalizing a community college, study abroad programs (a part of the student programs dimension) are central to highly active internationalized colleges (p. 20). The National Association of State Universities and Land-Grant Colleges (2007) also agreed with Green and Siaya that study abroad programs are the driving force to

internationalizing a campus (p. 11). Allen (n.d., p. 1) concurred with NASULGC and Dean that faculty members are among the most critical factor in achieving a more internationalized campus. They are essential to expanding student global competencies and that strategies must be put in place to engage and reward faculty for their involvement. “They are responsible for creation of the curriculum and its delivery, the research that is envisioned and conducted, and the outreach/development programs that are aligned and delivered” (Allen, n.d., p.1).

Whereas, study abroad may not be the only factor in internationalizing a community college, scholars and studies agree that it is a key factor. Faculty involvement and support also ranks at the top of major factor for internationalization to occur at community colleges.

Obstacles to internationalization. Green (2002) observed that colleges and universities have an enormous task ahead if they are to internationalize their curricula and student experience. Financial constraints, other reform agendas, absence of student persistence, and the lack of government funding make the work difficult (p. 9). Chan (2014) concluded that developing clear programs that foster global learning among college students will continue to be a challenge in American higher education, especially at 2-year community colleges where funding and resources are often scarce (p. 3). Chan (2014) also cited lack of support from faculty as one of the main reasons why institutions fail to build sustainable global programs (p. 22). The Committee for Economic Development (2006) supported Chan’s position by asserting that faculty and administrators should demonstrate a stronger commitment to internationalizing college

campuses. Even when international education receives support from students and faculty, many do not participate in international programs on campus (CED, 2006, p. 17).

In addition to a lack of faculty support, an established organizational infrastructure, such as a campus wide international council to support internationalization, is not typical in most community colleges, but it is a very important mechanism to sustain global education at an institution (Green & Siaya, 2005, p. 20).

Research suggests that few community colleges have embraced global learning beyond study abroad programs for their students. The Measuring Internationalization at Community Colleges report found that the majority of community colleges scored “zero” or “low” on institutional investment for faculty and staff in international programs (Green & Siaya, 2005, p. ii).

Strategies for success. To combat the obstacles to internationalization, community college leaders must envision, build, and sustain the infrastructure needed to make such global learning a central mode of global engagement (Chan, 2014, p. 17). The NASULGC (2007), which has over 330 community colleges as members, issued a report on recommended strategies for colleges and universities to internationalize their institutions. The report suggested that: (a) global education must be an integral part of a college or universities vision, mission, and strategic plan; (b) there must be academic and administrative leadership with a strong commitment to international engagement, international integrated curricula, rewarding of faculty and staff that are internationally engaged; and (c) priority must be given to increased engagement of presidents, chancellors, and provosts in the promotion and support of internationalization on their

campuses. Moreover, those colleges with global programs, are: led by an innovative college chancellor or president; and participate in organizations and/or programs that engage their faculty and staff in the value of global education for students who work in today global environment (Dean, 2003). Green and Siaya (2005) identified nine strategies used by highly active community colleges:

1. Seeking external funding and receiving private and federal funding for international education;
2. Having an office that oversees international education programs and a campus-wide committee that works solely on advancing international efforts on campus;
3. Emphasizing education abroad by highlighting international education in recruitment literatures, and issuing formal guidelines concerning students' ability to study abroad without delaying their graduation;
4. Using the college's internal e-mail system to communicate with faculty and students about international education programs and opportunities, and establish a system for communicating students' study abroad experiences;
5. Administering study abroad programs for undergraduate credit, and providing funding for students to study of work abroad.
6. Providing funding for faculty to lead students broad programs, and to travel abroad to meetings or conferences;
7. Offering workshops and providing funding for faculty to internationalize

their curricula;

8. Having an international general education course requirement and a history department with an average of 31 percent of courses that have an international focus; and
9. Providing funding for holding international activities and events on campus, and providing a meeting place for students to discuss international topics. (pp. ii-iii)

To achieve greater success with internationalization efforts, Chan (2014) recommended establishing an international advisory committee to universalize global learning into curriculum (p. 18). Furthermore, he stated that joining professional associations or organizations that promote positive communications and collaboration between higher education stakeholders is greatly needed to enhance community college leader awareness of the emerging role of international education (Chan, 2014, p. 19).

The Role of Board of Trustees in Community College Internationalization Efforts

Green (2002) wrote that, while governing boards play different roles according to institutional type and tradition in the internationalization of their colleges, their support over time is essential (p. 11). The Institute of International Education (2011) also asserted that trustees should encourage their institutions to promote academic and intellectual exchange between individuals and nations—activities fundamental to our country’s economic wellbeing and national security—through their colleges and universities (p. 3).

In a joint statement on international education, AACC and ACCT (2006) were

specific about the role and actions that trustees should take to lead their campuses in internationalization, recommending that they:

1. Adopt a policy indicating support for international education;
2. Request periodic reports on progress;
3. Recognize students where appropriate; and
4. Take proactive role in working with business contacts to promote international education. (p. 2)

Harder (2011) supported Green (2002) and the national associations on board leadership: Engaged and committed institutional leadership is the key to internationalization if changes are to be substantive and permeate the campus culture. Therefore, funders of internationalization efforts would be wise to invest in activities focused on leaders and governing boards of community colleges. For example, presentations to presidents and governing boards regarding the importance of internationalization and offering resources to support internationalization planning, implementation, and marketing efforts would be important and effective in encouraging leaders to be more proactive in supporting campus internationalization (p. 160).

Scholars and associations agree that there is a role for trustees to play, but this literature review has turned up few specifics on this topic.

Governance of the institution: Roles and responsibilities. Several major stakeholders have a legitimate role in the governance of American community colleges. By writing statutes, legislatures provide colleges with a legal framework. By representing those who use and support the college, trustees possess the right to govern.

In turn, college presidents work to carry out directions of their board and other government authorities. Faculty and staff committees formulate internal policies that guide the programs of the college, and student government presides over issues of particular interest to students (AACC, 2008).

The community college of the 21st century is a complex organization with internal and external pressures to improve student success rates. Boards of trustees have the power and responsibility to lead and guide their community colleges by working in partnership with the college president. Many factors impact governance structures and processes, but effective governance can only begin with trustees who have a clear understanding of their roles and responsibilities (Malcolm, 2013, p. ix).

Trustees have legal, ethical, and moral responsibilities that are imperative to fulfilling their multiple roles on community college governing boards. Boggs (2006) said that effective board members

...act on behalf of the owners of colleges to ensure that they are operating efficiently and in agreement with their mission. The appointing body or the voting public entrusts the college's property and the interests of current and future students and employees to these boards. For public community colleges, the owners are the residents of the state and geographic district that the college serves. The CEO reports to the board and is responsible for carrying out the policies established by the board. (p. 3)

Substantial time demands are placed upon these public servants; yet they all have other responsibilities, including professional employment. A large number of trustees are

employed outside the education profession, so they may not be familiar with the governance of a community college or the matters influencing it (Malcolm, 2014, pp. 27-28). Those who govern seldom have enough time and money to solve all the college's problems smoothly. Because college resources are limited, trade-offs are a necessary part of governance. The board decides how the college should improve the lives of its students, and it must spend precious resources to see if expected results occur. These dilemmas show the intrinsic difficulty of governance. Because it is complicated and inherently difficult, governing will always be controversial (AACC, 2008).

The trustees must continue to observe the boundaries of their policy-making roles as they ask the right questions without getting into day-to-day operations of the college (Malcolm, 2014 p. ix). The major responsibilities include hiring and supervising the chancellor/presidents, appointing the budget setting tax rates, tuition, and fees, providing policy direction, and establishing goals for the organization.

Conceptual Framework for Internationalization and the Role of the Trustee

This study was guided by two related theories: resource dependency theory and the theory of effectuation. This section explains the theoretical underpinnings for this study and presents a conceptual model outlining how these theories intersect.

Theoretical framework. There are multiple theoretical dimensions related to the realization of internationalization in community colleges and the specific role of the trustee. Resource dependence theory is central to the achievement of internationalization. As resources are allocated through the board of trustees, this research is also guided by

Sarasvathy's (2014) theory of effectuation and its applicability to the role of the community college trustee in achieving innovation.

Resource dependence theory. Pfeffer and Salancik (1978) advanced the idea that resources are key to organizational success and that access and control over resources is a basis of power. Their theory argues, "The key to organizational survival is the ability to acquire and maintain resources" (p. 2). Within an organization, failure to achieve a desired initiative or strategy is often the result of insufficient resources (Sheppard, 1995). Furthermore, Pfeffer and Salancik (1978) suggested that the presence of conflict in the organization's environment "signifies a lack of ability to coordinate interdependent activities" (p. 66). The lack of ability to coordinate resources for activities and initiatives means that the likelihood that the organization will achieve the desired outcomes is greatly diminished.

When applied to higher education, resource dependent theory predicts that community colleges will, by necessity, learn and use market strategies and behaviors in order to compete for and accumulate the resources needed to maintain functional stability and to advance initiatives to achieve the institution's mission and vision. In regard to the relationship between an organization and its resource providers, Sheppard (1995) found:

Resource providers [the board of trustees] will continue to support ...[the community college] as long as it can induce them to do so. Failure occurs when the organization does not have sufficient resources...in order to better ensure the acquisition of resources, ...[the community college] will attempt to influence ...[the board of trustees] – either by managing the demands others make upon the

firm...or through negotiation. (p. 37)

Essentially, in the case of community colleges, the success of initiatives, such as internationalization, relies almost exclusively on the allocation of resources, which in turn, relies heavily on the support of the board of trustees.

Theory of effectuation. The resource dependence theory highlights the link between resources and success in achieving desired goals and innovations. In order for organizations to successfully navigate dynamic, complex, and uncertain environments, leaders must develop and effectively manage resources (Hitt & Ireland, 2002). In addition to the management of resources, organizations also need leaders with entrepreneurship. Entrepreneurship is a form of expertise—a set of skills, models, and processes that can be acquired with time and deliberate practice. Effectuation is the theory addressing both of these domains and was first advanced by Sarasvathy.

Effectuation has emerged as a new strategic leadership model that is focused on achieving innovation by building resources and capabilities within an organization. “To create value, the resources must be configured to develop capabilities that can be leveraged in ways to create competitive advantages. The dimension of strategic leadership we describe here is called effectuation” (Hitt & Ireland, 2002, p. 3).

Sarasvathy (2014) described effectuation and entrepreneurialism, stating,

Entrepreneurs are entrepreneurial, as differentiated from managerial or strategic, because they think effectually; they believe in a yet-to-be-made future that can substantially be shaped by human action; and they realize that to the extent that this human action can control the future, they need not expend energies trying to

predict it. In fact, to the extent that the future is shaped by human action, it is not much use trying to predict it – it is much more useful to understand and work with the people who are engaged in the decisions and actions that bring it into existence. (p. 9)

Although entrepreneurial logic and decision-making would be typically assigned to higher education administrators, the theory of effectuation also applies to the role of the community college trustee. The role of trustees is to ensure that the institutions they govern both have the necessary resources, and are effective in helping students be successful. The American Association of Community Colleges (2012) published a 21st-Century Commission Report that stated, “It is important that community college graduates, whatever their location, be not just globally competitive but also globally competent, understanding their roles as citizens and workers in an international context” (p. 6). Thus, effectuation may be described as the entrepreneurial spirit needed to achieve innovation. Brown (2014) added, “A good community college trustee must have an entrepreneurial spirit and the instinct to work on behalf of the colleges they govern” (p. 28). Student success is contingent upon institution internationalization, global learning, and innovation that require trustee support to be realized and sustained.

Conceptual framework. The conceptual framework guiding this study was crafted using key concepts from the literature and was directed by the overarching theories of resource dependence and effectuation, which specifically relate to the role of trustee support in the internationalization of community colleges. Dean (2003) identified ten themes contributing to the success of an institutionalized global education program:

(a) president's leadership style; (b) accountability; (c) professional development; (d) listening to others; (e) personal sense of mission; (f) hiring for fit; (g) risk taking and employee empowerment, (h) protection against burnout, (i) playfulness and joy and (j) mutual respect within a family dynamic. Dean concluded that the themes worked within a framework of attitudes and characteristics revealed by her survey data: faculty and administrators are generally well-traveled, perceive world events as impacting their lives, support the development of global education competencies for student learning, and have a correspondingly positive view of global education at their campus (p. x).

The themes revealed in Dean's research serve as the foundation of this researcher's conceptual framework and are augmented by concepts from other scholars and national organizations referenced in the literature.

To better organize the many variables that influence internationalization, the researcher placed the themes revealed through the literature into subcategories based upon their relationship to the core phenomenon of internationalization. The subcategories were: (a) values; (b) external variables; (c) program choices; and (d) institutional variables. The subcategory of institutional variables served as the focal point of this research, with specific emphasis placed on the role of the trustee. The literature highlighted the role of presidential leadership in the internationalization of community colleges (Dean, 2003); however, as community college presidents are typically hired and managed by the board of trustees, it became important to then focus on the specific role of the trustee as it relates to internationalization and with the influence the BOT has on presidential leadership and the allocation of resources. The role of the trustee in the

internationalization of community colleges was viewed through the lens of resource dependency theory and Sarasvathy's theory of effectuation.

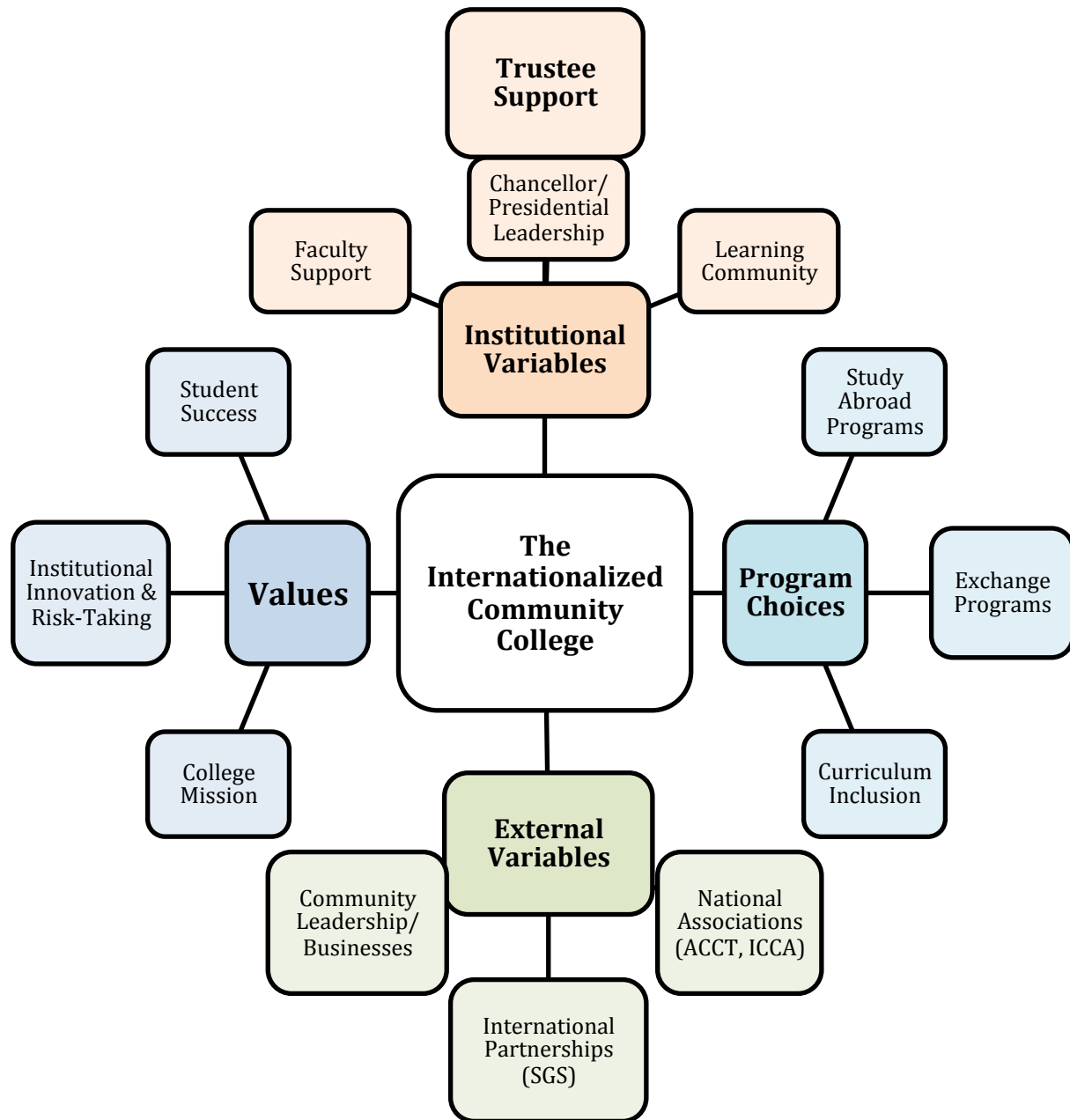


Figure 1. Factors and variables influencing internationalization (adapted Dean)

Summary

Chapter two presented a comprehensive review of the literature related to the globalization of community colleges. Community colleges have made significant progress in terms of more foreign language and study abroad opportunities, though the numbers remain low compared with four-year institutions (CED, 2006, p. 17). Although numerous community colleges have made efforts in recent years to internationalize their campuses, overall there remains a low level of institutional commitment to internationalization, with relatively few institutions including international themes in their mission statements or strategic plans (Green & Siaya, 2005). Scholarly research suggests that the main obstacles to internationalization are lack of faculty support and financial investment.

Programs have been identified, tools and strategies developed, and an urgent mandate established; yet, as the literature suggests, while gaining momentum, the majority of community colleges have not embraced internationalizing their institutions. Given that community colleges were not created in the 20th century to serve a global agenda, but instead were tasked with developing students who were “workforce ready” for their community or for preparedness to transfer to a four-year institution where a more liberal education would be provided, internationalization has been a slow process.

As consideration was given to the methods and strategies needed to advance internationalization efforts among community colleges, the research on the role of the board of trustees in internationalizing their institutions may be a key factor and an important area of research.

Chapter Three: Methodology

This study examined the factors leading to the implementation of global education in an urban community college with particular attention paid to the role of the board of trustees (BOT). Chapter three describes the processes and procedures for conducting this investigation, as well as the research questions, methodology, design, and sources of data selected to inform the study findings, including the case study site selection and participant sampling. Furthermore, this chapter outlines the study methodology, analytical paradigm, and design, the procedures for data collection and analysis, as well as the strategies used to promote the trustworthiness of the findings.

Purpose of the Study

Contemporary research related to the factors influencing the successful globalization of community colleges is limited. Even more limited is the body of research related to the role of the community college trustee in this endeavor. Therefore, the purpose of this study is to examine the factors that have influenced the development and expansion of a global education program in an urban community college and to determine what role, if any, that the board of trustees played in this process.

Research Questions

The following research questions guided the exploration of globalization in the 21st century of an urban community college:

1. What is the role of the board of trustees in institutionalizing global education?
2. What common programs, processes, outcomes, and barriers exist in globalizing community colleges?

3. What factors and programs have influenced the shift to global education and internationalization of an urban institution?

Research Methodology

To fully explore the research questions, a qualitative methodology was the most appropriate for this study. Using a qualitative methodology, this study was developed using an interpretivist analytical paradigm and a case study design.

Qualitative methodology. Qualitative research is holistic, empirical, interpretive, empathic, and keenly focused on the element of interpretation (Stake, 1995). Denzin and Lincoln (2005) explained that the role of the qualitative researcher is to attempt to describe, interpret, and understand the meaning of the research phenomena. In order to fully understand variables and factors influencing internationalization and globalization of a community college with a particular focus on the board of trustees, this study was constructed using a qualitative methodology. In this study, the phenomenon of interest was the globalization of a community college. Using a qualitative methodology, the researcher documented the quality and breadth of global education at the institution, the factors that participants deemed critical to the success of this initiative, and the participants' understanding of role of the members of the board of trustees.

Another important characteristic of a qualitative research methodology is that it is an inductive process, allowing the researcher to gather data to build toward a theory from observations and intuitive understandings (Merriam, 2009). Due to the limited data on the phenomenon of globalization, the emergent nature of a qualitative methodology allows for flexibility in data collection as the research progresses. As the key idea behind

qualitative research is to learn about a phenomenon from participants and to gain insight through an inductive process, the emergent quality of a qualitative research process is necessary as it allows the research process to change or shift as the researcher begins to collect data (Creswell, 2007).

Analytical paradigms: Interpretivist and constructivist. The interpretivist and constructivist analytical paradigms guided this study. According to Sipe and Constable (1996), “For interpretivists, there are many truths, because there is no airtight distinction between the knower and what is known; as they attempt to describe and understand the world from the point of view of someone else” (p. 158).

Hays and Singh (2012) defined interpretivism as a philosophical perspective that assumes relativity. Interpretivism places importance on perceptions, intentions, and beliefs, and the researcher is concerned with the individual or institution. Therefore, the research can go beyond mere facts and figures (e.g., the number of colleges that have global education programs or global competency metrics). Rather, this study focused on the culture of the institution, leadership styles, and the political environment in the context of different times, places, and people. Guba and Lincoln (1994) noted that, “The inquirer’s voice is that of the ‘passionate participant’ actively engaged in facilitating the ‘multivoice’ reconstruction of his or her own construction as well as those of all other participants” (p. 113). In the interpretivist tradition, this study allowed for multiple viewpoints regarding the reasons that the stakeholders at this college support or opposed global education for their students.

The basic assumptions guiding the constructivist paradigm are: knowledge is socially constructed by people active in the research process and researchers should attempt to understand the lived experience from the point of view of those who lived it (Schwandt, 2000). In the constructivist tradition, this study incorporated the qualitative characteristics of an emerging design, a context-dependent inquiry seeking to understand the lived experience of participants, and an inductive process of data analysis (Creswell, 2007).

Case study design. This qualitative study was conducted using a single-case study design. Guba and Lincoln (1985) argued that the case study is the reporting mode of choice for naturalistic inquirers in that its very form allows for reporting continuity, and it raises the reader's understanding of the phenomenon under study. The case study design allowed the researcher to understand the participants' thoughts, feelings, and beliefs about global education programs and the role of the champions and critics.

A case analysis is also described as a process of organizing data by specific cases for in-depth study and comparison. Well-constructed case studies are holistic and context sensitive, two of the important primary themes of qualitative research.

(Patton, 2002, p. 447)

Stake (1995) identified three distinct types of case studies: (a) the intrinsic case study, where the researcher has a particular interest in and seeks a better understanding of a particular case; (b) the instrumental case study, where the researcher seeks to provide particular insight into a specific issue (going beyond the obvious) or refinement of theory; and (c) the collective case study, where several cases are studied jointly in order

to gain understanding of the phenomenon, population or general condition (p. 237). This study operated as an instrumental case study as the researcher sought to understand and provide insight into the success of international initiatives and the role of the BOT at Alliance Community College.

Case Study Site Selection

The case study site was selected using purposeful and convenience sampling. Purposeful sampling in qualitative research is used because researchers can select individuals and sites for study, which can purposefully inform an understanding of the central phenomenon in the study (Creswell, 2007). In order to conduct an in-depth case study, this researcher used purposeful site selection to locate a community college that met certain criteria as highlighted in the literature review. The site was selected based on student population, the colleges' participation in the Salzburg Global Citizenship program, and involvement of the chancellor/president in globalization and internationalization. At the time the site was selected, the researcher did not have knowledge about the involvement of the board of trustees.

Once a list of appropriate sites that met the criteria for selection was generated, the final site was selected through convenience methods due to accessibility and affiliations between the researcher and stakeholders at the case site. The researcher had personal familiarity with several of the trustees, the chancellor, and an administrator participant. Furthermore, once initial contact was made, the chair of the board of trustees was supportive of the research project, allowing the researcher extensive access to participants and data that informed the research. For the purpose of this study, the site

institution shall be referred to as the Alliance Community College District or ACCD.

The name of the site institution was masked to protect the anonymity of the participants.

Sources of Data

In order to triangulate data sources and to ensure a rich dataset, multiple sources of data were used in this study: interviews, a review of relevant documents related to globalization of the college, researcher observations, field notes, and a reflective fieldwork journal.

Interviews. The primary data source for this investigation was interviews. This form of data gathering is necessary when we cannot observe behavior, feelings, or how people interpret the world around them; it is also necessary when we are interested in past events that cannot be replicated (Merriam, 2009). This study used a semi-structured interview format, which was supplemented by an open-ended questionnaire. The researcher conducted each interview using a set of predetermined, open-ended questions to allow participants to fully discuss their experiences. In addition to participating in an interview session, several participants also responded to portions of an open-ended questionnaire, which was sent to them before the interview session via email (Appendix A). The semi-structured interview sessions lasted approximately 45 minutes and were held at a time and place convenient to the participants. Follow-up sessions were conducted with several early participants, as needed, to confirm and explore emergent findings.

Review of documents. Data collection included an extensive review of documents containing information related to the study. Merriam (2009) explained the

strength of documents as a data source by emphasizing that, “One of the greatest advantages in using documentary material is its stability. Unlike interviewing and observation, the presence of the investigator does not alter what is being studied” (p. 155). Furthermore, the usefulness of data from documents is that, besides being relatively easy to obtain, the data from a review of documents can furnish the researcher with descriptive information, verify emerging themes and findings, advance new categories, offer historical understanding, and track changes over time (Merriam, 2009).

For this study, the researcher reviewed an extensive collection of institutional documents on global education and international programs, which are useful sources of data in qualitative research because they are firmly grounded in the context of the study (Appendix B). Information obtained from documents was used in a similar manner as data obtained through the interview process. A review of documents offered the researcher the ability to obtain additional data that can “furnish descriptive information, verify emerging hypotheses, advance new categories and hypotheses, offer historical understanding, track change and development” (Merriam, 2009, p. 155).

The Researcher

Maxwell (2005) pointed out that when a student ignores her or his own experiences, the proposal’s credibility is damaged. The researcher found her background as a community college trustee helpful in gaining access to the institutions BOT and executive administrative personnel. The role and responsibilities of a trustee was familiar to the researcher. Too, the researcher was acutely aware of the governance guidelines and division between the BOT and the chancellor/president. The researcher had the

opportunity to attend conferences and meetings where Alliance trustees, chancellor, presidents, faculty, and administrators, and rising leaders were present. This built trust between Alliance officials, personnel, and the researcher. On the other hand, it appeared that at times this positioning was “intimidating” to some of the participants. One interviewee commented on the researchers “powerful” position as a trustee at another community college.

Researcher observations. Additional data for this study were gathered through researcher observations. Merriam (2009) noted that, “Observations are...conducted to triangulate emergent findings; that is, they are used in conjunction with interviewing and document analysis to substantiate findings” (p. 119). Formal observations were conducted during pre-established meetings where global education initiatives were discussed and the college leadership interacted on critical college issues. Participatory observations during interview sessions and site visits also allowed the researcher to record firsthand accounts of behavior and incidents. Finally, researcher observations were noted during reviews of documents, such as notes of department meetings, newspapers, magazines, reports, and board of trustee minutes of sessions where international initiatives were discussed. This strategy allowed the researcher to note firsthand accounts, using her own knowledge and expertise in interpreting what was observed, rather than relying solely on once-removed accounts from interviews (Merriam, 2009).

The researcher used an observational protocol that required detailed descriptive notes of observations. The protocol also included a reflective notes section for notes

about the process, reflections on activities, and summary conclusions about activities for later field development (Creswell, 2007).

Field notes. Field notes are “data that may contain some conceptualization and analytic remarks” (Creswell, 2007). Patton (2002) said, “Recording and tracking analytical insights that occur during data collection are part of fieldwork and the beginning of qualitative analysis” (p. 436). During observations and throughout the interview process, the researcher collected field notes to record theoretical ideas that were stimulated by data that were later used to confirm emerging ideas and findings. Field notes also focused on the researcher’s position and relationship to the study, biases, and assumptions that may affect the investigation (Merriam, 2009).

Reflective journal. In addition to observations and field notes, which were focused on the gathering data related to the study and to jot down initial understandings and preliminary analyses of data, the researcher kept a fieldwork journal. A reflective fieldwork journal is,

...an introspective record of the [researcher’s] experience in the field. It includes his or her ideas, fears, mistakes, confusion, and reaction to the experience and can include thoughts about the research methodology itself. (Merriam, 2009, p. 136)

Throughout the data collection and analysis process, the researcher used reflective journaling to acknowledge her values and evaluate her personal goals and assumptions about the research. The researcher focused her reflective fieldwork journal entries on using the tool to bracket personal experiences, to reflect on personal assumptions and understandings related to the research, and to help the researcher to identify how and in

what way her personal understandings would be introduced into the study (Creswell, 2007).

Sampling and Participants

The researcher interviewed 14 participants for this study. A stratified, purposeful sampling procedure was used to identify participants in this study. Participants were identified using purposeful selection because of the role they play at the college and their ability to inform the research. The Alliance administrator overseeing international initiatives and the chair of the board of trustees were asked to review the initial list of interview participants and to make any suggestions for changes. The trustees, chancellor, presidents, department of international initiatives, and faculty attendees of the SGC program were targeted for interviews, many of whom were selected using referral sampling. The 14 participants were the chancellor, four trustees, five campus presidents, two administrators, and two faculty members.

Procedures for Data Collection

As case study data collection involves a wide array of data sources to build an in-depth picture of the case (Creswell, 2007), the researcher took great care to plan procedures for data collection that ensured that data were collected through sound processes and that data were stored and handled using methods to ensure confidentiality.

Institutional approval. This research project was submitted to the University of Texas at Austin Institutional Review Board (IRB) for approval prior to data collection. The project did not exceed the minimal risk threshold as defined by the Code of Federal Regulations Title 45, part 46 (DHHS, 2009). The researcher submitted forms for

informed consent, which were written to ensure that all participants were treated ethically. Respect for human participants in this study extends beyond the informed consent document to include caring for, honoring, and treating people with dignity (Denzin, as cited in Hays & Singh, 2012).

Interviews. Interviews were conducted face-to-face and via telephone, depending on participant preference. Face-to-face interviews occurred at a time and location of the participants' choice. Follow-up sessions were scheduled as needed and also proceeded according to the preference of the participants. All participants were provided with an informed consent form (Appendix C), which described the purpose of the research study and information about the researcher, as well as contact information. The researcher sought permission from each participant prior to collecting data from the interviews and they were asked to verbally consent as required by the IRB.

The researcher used a semi-structured format, employing a set of interview questions that were developed prior to data collection. Interview sessions lasted approximately 45 minutes and were audio-recorded with participant consent; recordings were later transcribed. All electronic files (audio and document) remained password protected. All physical documents with participant data were stored in a locked location. The documents and codes are to be destroyed when the study is complete.

Finally, the researcher used great care to ensure that the use of thick, rich descriptions of data collection and analysis did not compromise the participants' anonymity. There was a small, but present risk through deductive disclosure, so the

researcher masked participant data. All participants were assigned an alias in order to ensure anonymity.

Review of documents. The researcher requested relevant documents from contacts at the study site. Other archival documents, such as minutes of publicly held meetings, were also obtained via the Internet, as appropriate. The researcher reviewed and coded relevant documents on global education and international initiatives. Documents include institutional reports and minutes from events and meetings, Salzburg Global Seminar archival records, reports by national community colleges and business associations, and other related documents that are available on global education.

Observations. During initial meetings with administrators at the study site, the researcher requested to be present in any meetings or public forum that addressed international initiatives and global citizenship. The researcher did not have an opportunity to attend specific meetings or forums on this topic, as none were conducted during the research timeframe. The researcher attended meetings of the senior leadership team and conducted a discussion on the research project. All observations were conducted using observation protocol that allowed the researcher to make chronological, descriptive notes of events and observations. The observation protocol also provided space for the researcher to make reflective notes.

Field notes and reflective fieldwork journal. The researcher made field notes and kept a reflective fieldwork journal. These sources of data were kept in a secure location.

Data Analysis

Data analysis is the process by which the researcher brings structure and meaning to the data. Trustworthy qualitative data analysis relies on the researcher as an individual and as a skilled professional. Data analysis occurred in an iterative cyclical process from the beginning of data collection to the end of the collection process (Hays & Singh, 2012). The tasks of qualitative analysis include: (a) reducing data, (b) collecting data, (c) memoing and summarizing, (d) organizing text, (e) coding, (f) identifying themes and patterns, (g) creating a codebook, and (h) developing a narrative or theory (Hays & Singh, 2012, p. 336).

The researcher followed the sequence of analysis for reducing data. Reducing data was accomplished through topic selection, the creation of research questions, identification of researcher bias, construction of a conceptual framework, planning access to participants and settings, and through the development of plans for establishing trustworthiness of the study. Next, data were collected. After data collection began, interviews were transcribed and initial data were analyzed through memoing to summarize preliminary findings. These initial descriptive summaries were expanded upon throughout the data analysis process.

After the preliminary descriptive summary was created, transcribed textual data were organized, while field notes were converted to textual data and expanded upon. Data were “chunked” and codes were created (i.e., etic codes) from the initial review of the literature (Appendix D). Data were coded as soon as possible after collection and

coding proceeded through manual coding (e.g., writing directly on organized text) (Hays & Sing, 2012).

The secondary data analysis process included organizing all codes into themes and patterns, developing narratives in relation to the initial assumptions, and connecting text or keywords that influence each other (Hays & Singh, 2012). Themes emerged from data, and there were similarities between themes across the participants. This is the process of comparative pattern analysis.

Finally, the researcher analyzed the data from the interviews, documents, field notes, and observations, and explored how the emerging patterns related to the research questions. A codebook listing codes, subcodes, and patterns was created to list definitions of each code, examples from data, direct quotes, and references. The constant comparison method was used to ensure a continuous process of using earlier codes to code emerging sources, as well as adding new codes when existing codes did not readily fit the data (Hays & Singh, 2012). Once patterns were identified, the data analysis processes related categories and concepts to one another, as well as to the research questions to develop the main narrative or theory.

Strategies to Promote Trustworthiness

Three strategies were identified to promote the trustworthiness of this research. First, the researcher completed participant checks. Participant checks involved sharing the transcripts from the interview and requesting verification. Second, the study included multiple data sources in order to check the results, including document review notes from meetings, and observations.

And finally utilizing these sources of data, the researcher took great care to include thick descriptions, which explain more than the participant's behavior (Merriam, 2009). And, finally, this is the process of triangulation and helps researchers overcome biases by providing more data points and is a way to ensure data consistency.

Bracketing. Although personal experiences of the researcher can never be fully set-aside during a qualitative study, the researcher included bracketing as an additional method of securing the trustworthiness of the findings. Having served as a community college trustee for 12 years, the researcher took additional steps to ensure that personal biases did not influence the findings through the process of bracketing using the process outlined by Simon (2011, p. 41).

Summary

Chapter three discussed the methodology used for the study of a community college's approaches to internationalization, the role of the board of trustees, and the key factors in this process. The researcher used a qualitative methodology and a single case study design. Data gathering and analysis included coded interviews, documents, field notes, and observations. Themes and patterns ultimately emerged from this process. The study's credibility was strengthened through the use of participant checks, triangulation, thick descriptions, and bracketing. Chapter four outlines the findings for this study.

Chapter Four: Findings

The purpose of this chapter is to discuss the findings of the study surrounding the internationalization of a community college and the role of the board of trustees. The research findings presented are derived from qualitative data collected in accordance with the methods set forth in chapter three. This chapter is divided into three sections. The first section covers the institutional context, which describes the organizational structure, demographics of the institution, the global and international initiatives at Alliance College, and the community where Alliance is located. The second section describes the interviews and study participants. The third section documents the themes that emerged from the study.

In order to contextualize the research findings, this chapter provides a detailed description of the case site, community, and interview participants. In order to minimize the likelihood of deductive disclosure (Kaiser, 2009), the researcher removed or masked references to any district, campus, or participant characteristics that did not significantly impact the contextualization of the findings. Participants are referenced only by their category (trustee, administrator, or faculty) and randomly assigned number.

Description of Alliance Community College District (ACCD)

ACCD was founded in the 1960s. The total student population is over 100,000 at five campuses across the county. The college has a total operating budget of over \$400 million and a low tuition rate compared to the other educational institutions in the area. Alliance offers three degrees for students whose goal is to transfer to an upper-level college or university. ACCD also provides a wide range of basic skills, technical career,

and community service programs and courses for the general public and working professional. The college offers over 60 occupational and technical programs, including over 80 certificate programs. Alliance has over 650 full-time faculty and more than 1,300 adjunct faculty. The full time faculty is Anglo (60%), African American (20%), Hispanic (11%), Asian (6%), and other (3%).

Among credit-bearing students, 60% are female and 40% are male. The community college district demographics represent a diverse student body (Table 2) and the average age of an Alliance Community College student is 26 years old.

Alliance Community College Student Demographics	
African American	20%
Anglo	45%
Asian	5%
Hispanic	30%

Table 2. Alliance Community College Student Demographics

A seven-member board of trustees elected for staggered six-year terms in single member districts governs the College. The BOT roles and responsibilities are setting tuition and fees, providing policy direction for the college district, establishing the college's goals, and appointing and evaluating the chancellor.

Alliance's administrative structure follows a chancellor system, with a district-level chancellor who oversees each of the campus presidents. ACCD has five campus

presidents, and an additional president over the district's virtual campus. In 2010, the board of trustees unanimously appointed the chancellor to his position. The chancellor meets regularly with the leadership staff, which includes the presidents and vice chancellors. Trustee 1 described the chancellor and his leadership style,

I will say he is a very strong capable leader and we're just blessed. The relationship with the chancellor and the BOT is exceptional. He is very open-minded. He's very candid. He listens. When he comes with an initiative, he comes prepared to defend it.

The mission of ACCD is to provide affordable and open access to quality teaching and learning. The College implements its mission through a clearly defined set of programs, services, and partnerships. Among the programs and services offered by Alliance are workforce education programs, technical programs, continuing education, and community services.

International initiatives, entrepreneurial partnerships, and global programs.

Alliance's program options and opportunities related to global and international programs are designed to provide students with enrichment and extension of learning, build an awareness and understanding of the importance of global citizenship, and foster cultural appreciation and tolerance. In the college, under institutional student learning outcomes and measures, global awareness is listed. It states, "Students graduating with a degree from [Alliance] are expected to demonstrate knowledge of individual and community roles in world issues."

Much of the college's coordination of global education occurs through the International Office (IO). Alliance's model for building global citizens is communicated through this office; many of the programs are coordinated there, as well. Alliance's model for building global citizens includes: (a) student exchange; (b) faculty professional development; (c) course infusion; (d) administrative best practices; and (e) entrepreneurial initiatives.



Illustration 1. Alliance Community College's Model for Building Global Citizens (2014)

In addition to the five core components, Alliance's model for building global citizens (global education) outlines specific partnerships related to global education that are coordinated through the International Office: (a) Sister Cities International; (b) Community College for International Development; (c) Chambers of Commerce; (d)

CIEE International Faculty Development Seminars; and (e) American Association of Community Colleges. Alliance is in the process of revising this model for global citizenship to include board of trustees' engagement.

Among the student and faculty programs administered through the International Office initiatives is the college's participation in the Salzburg Global Seminar. In 2014, Alliance Community College took over 15 students to participate in the Global Citizenship: Ethics and Engagement program. Partnerships with international colleges are also developed and managed in by the office of IO. The chancellor approves all partnerships.

Although international initiatives are largely handled through the IO, other international programs and offerings are administered through various offices and personnel. All programs and services for incoming international students are coordinated through the Office of Admissions. Students from over 40 countries attend Alliance.

Additionally, the college's entrepreneurial programs are handled through the financial services office of Alliance. Through these programs, Alliance seeks to establish partnerships for student and faculty exchanges that provide revenue for the college. The administrator in charge of the entrepreneurial programs, stated,

I deal with the revenue generation strategy for the college, and...[any entrepreneurial exchange program] must be revenue-positive. What we thought is with the money that these programs bring in, we may be able to fund students and take them overseas, or create language centers overseas. I do not do anything with the education side of internationalization.

Finally, the coordination of international events and international student associations' occurs through the presidents at the individual campuses. One campus president viewed it as the presidents' responsibility to provide those types of opportunities to students. Administrator 8 supported the importance of a campus president's oversight in the internationalization process, stating,

[Internationalization is] going to have to be led by the campus president...that vision can come from the district office, but it isn't going to go very far without the campus leadership.

All international travel at Alliance is approved through a council. The council has faculty representatives from each campus. In order to gain approval for an international experience with students, faculty must submit information related to curricular, travel and airfare, accommodations, academic and cultural support, and safety and security measures. Faculty members are encouraged to work with the council representative for guidance on planning student international travel experiences.

Alliance Community College has a vibrant business, education, and cultural community, with an international airport and major transportation infrastructure. According to the 2010 census, the racial composition of the city of Alliance is majority Anglo, over 60%, with the remainder of the population being Black or African American, Asian, and Hispanic or Latino. For the second presidential election in a row, [Alliance] County voted for the republican over the democratic candidate. The City bucked national trends and also supported the republican presidential candidate. The state senate seat also

reversed from being held by a democrat and went to the republican candidate. The Alliance community was considered to be conservative by several participants.

Study Participants

This section provides a description of the interview participants from this case study. Participants for this study are divided into three categories: trustees, administrators, and faculty members. There are four trustees; eight administrators; and two faculty members in the study.

Trustee participants included two male and two female trustees. Three of the trustees who participated in this study were Anglo; one was African American. Two of the trustee participants have lived abroad; two are also bilingual. None of the trustees in the study has participated in the Salzburg Global Summit. The trustees were willing to participate in the study and several did their “homework” on the international programs at Alliance before participating in the interviews.

Administrator participants included the chancellor, five campus presidents, and two administrators. Administrator participants included five males and three females. Three administrators participants were African American, one was Anglo, and three were Latino. One administrator participant represented is multiracial. Three administrator participants were bilingual. Three administrator participants attended in the Salzburg Global Summit.

Faculty participants included two females who are both fluent in English only. One faculty member was Anglo and one was African American. Both faculty members have participated in the Salzburg Global Seminar.

Findings

During the data collection process, several key themes emerged as the participants answered the interview questions expressing their thoughts and perspectives. After an analysis of the individual participant responses, the researcher conducted a cross-participant analysis to reveal the themes that appeared across respondents. The frequency of themes developed from the participant interviews is displayed in Table 3. Participant responses were categorized into ten themes and three sub themes, which are noted in yellow.

The results of the study are presented in a narrative format along a thematic process. Through coding of interviews and documents, ten themes emerged and three sub themes emerged: (a) role of the board of trustees, (b) chancellor leadership, (c) programs, (d) faculty, (e) curriculum infusion (f) partnerships, (g) college mission, (h) student success, (i) planning, structures, and systems, and (j) barriers. The sub theme fell under programs and partnerships.

Code Application Table

Column1	Role of Trustee	Chancellor Leadership	Faculty	Curriculum Inclusion	Programs	Salzburg	Study Abroad	Partnerships	Sister Cities	College Mission	Organizational Structures	Student Success	Barriers	Totals
Totals	80	54	70	27	131	71	37	47	23	24	79	36	100	779

Table 3. Code Application Table

The programs, barriers to internationalization, role of the board of trustees, and structure and organization were the categories most frequently referenced by the participants. Specific questions were asked about the first three themes, but not the last – structure, plans and organizational systems. The participants offered ideas on how to improve the existing programs and several gave suggestions on overcoming barriers. These were not specifically related to the interview protocol and were made during the discussion comment portion of the interview.

Role of board of trustees. Although the participants viewed the board of trustees as important, the majority of participants did not view the board’s involvement as essential for the establishment of international initiatives and partnerships. If, however, programs are to be institutionalized, which goes beyond establishing programs and appropriately resourced, the board’s knowledge, support, and involvement in the approval of policies are critical to the ultimate long-term success. The participants believed that there was definitely a role for the BOT in international initiatives at

Alliance. Thirteen of the 14 participants felt the board of trustees played a role in global education efforts; however, none of the participants, including the trustees, believed the BOT was the champion of international programs or was leading the internationalization efforts. Faculty 1 commented, “There is absolutely a role for the board of trustees.”

Administrator 5 agreed, stating “...programs start with the board of trustees, but...[the trustees] are more cheerleaders than champions.”

According to the trustees, discussions about the international initiatives have not risen to the board level. And, the members of the board of trustees that were interviewed had very little knowledge about the international initiatives at Alliance. They were aware of the entrepreneurial international college activities lead by the CFO, campus international events, had heard about the Salzburg Global Seminar, and knew the College had a study abroad program. Most of the BOT were not aware of the international council or the board policies and guidelines about study abroad. Trustee 1 noted, “No, I’m not aware of our role in policy approval or the international council.”

Trustee 4 added,

There is so much going on that – and we do – every meeting we have presentations on what’s going on in our campuses. I mean there is a lot going on, and it’s so much, and this program has not yet been presented. I’ll be very candid with you, I have not heard anything about international initiatives, because I haven’t asked for it, and it hasn’t been presented.

Another trustee also had not participated in presentations on the topic of Alliance’s global initiatives, stating,

I have never had a conversations or presentations on this topic of international initiatives. Though the chancellor has expressed some interest in this particular arena, trustees play a little part in “internationalizing” our institution.

Several participants said that this lack of communication with the trustees was a barrier to the international initiatives and that these programs would be limited if BOT was not engaged. Administrator 8 said that the Trustees “...must see the value of ...[the international initiative] because it costs money for you to globalize your curriculum and send students abroad. You are going to have a really hard time doing anything without their support.”

One administrator added, “Because the board of trustees is elected by the community, the community must understand the value [of international initiatives] for the board of trustees to be interested [in them].”

In addition to knowledge and involvement with the various college initiatives, the trustee participants agreed that among their most important responsibilities are approving the Alliance budget, the college’s mission statement, and policies. Several participants suggested ways the international initiatives could gain visibility with the board and that a presentation to the board would be helpful. Trustee 4 commented, “I want to find out more about [international initiatives], and maybe we could suggest to the chancellor that we have a presentation....”

Chancellor’s leadership. The majority of the participants identified the chancellor as the champion of international initiatives, global citizenship, and the entrepreneurial abroad programs. One administrative participant said, “I can honestly tell

you that our chancellor is a great supporter of us doing this. He has funded us.”

Administrator 5 agreed, stating, “The champion really is the chancellor and this was the chancellor’s vision when he became chancellor.”

Administrator 3 agreed, adding, “The vision from our chancellor is the one that leads and triggers all this. There is an element always of funding, and return on investment, and how you can bring additional streams of revenue.”

The chancellor was credited with building the global and international programs. Another administrator believed the chancellor played a crucial role, stating,

The chancellor’s role was significant. We had a charter from the chancellor to develop the international initiatives. He built out the program, the core of which is global citizenship. He wanted to really put the institution on the map globally.

The trustees that were interviewed also agreed that the chancellor was a champion for international programming at Alliance. Trustee 1 stated, “I would say by far the chancellor. We are blessed that he is a very strong capable leader.”

Several participants expressed concern with past transitions with chancellor leadership, suggesting the importance of maintaining the chancellor’s support for international initiatives with any future leadership transitions. Alliance has benefitted from strong chancellor support, but during transition periods where that support waned, international initiatives suffered. As the current chancellor is viewed as the organization’s strongest champion for global learning, participants expressed a strong desire to benefit from continued support from the chancellor’s office.

Programs. The Salzburg Global Seminar was the most commonly cited factor in the internationalization process, with 71 individual references (Table 3). All participants possessed knowledge of the program and four had actually attended; three of the four trustees interviewed said they would be willing to attend. The SGS was referred to by one of the participants as the “statesmen program.”

Two participants described the program as “excellent” and “amazing.”

One of the faculty participants believed that if the trustees attended SGS, it would “open their eyes to see another way of having all levels of the district support global citizenship.”

Study abroad, while supported by the literature as the cornerstone of any institution’s international programs and considered very important by the majority of the participants, was only mentioned 37 times (Table 3).

Faculty 2 stated,

I think any opportunities that comes about from [Alliance], in every aspect, whether it’s the mechanisms, technology, fire fighting technology, English, history, or government, there should be an opportunity for all students, to impact them on whatever they’re studying, and that they have an opportunity to go somewhere to study abroad.

Participants, who considered student exchange programs as a good strategy to globalize the institution, viewed these programs favorably. Administrator 3 commented on the value of student abroad programs, stating,

You have the strategy in which you bring international students to your campus,

okay, to infuse that campus with additional cultures, additional people from different ethnicities and all that. And, certainly the benefit is in the classroom. You get the different thinking, the strategies, how people do things in different countries that lead to the same result. So you get that in the classroom. You get that from students and you also get that from faculty if you bring them to your institution.

Trustee 3 agreed, adding,

While I have no interest in establishing branches in other countries, I have no problem at all with collaborations that bring those students here, including intensive pre-enrollment English training.

Administrator 7 thought these types of programs should be expanded, stating, The other thing that some colleges do that [Alliance] probably could do a little more of is being more of a host site and bringing faculty and administrative leaders at colleges and universities around the world, bringing them here. And so the college has begun to go elsewhere, but I don't know if anybody's had that light bulb moment of saying, "Hey, we could bring people here."

International and diversity events on campus were also considered to be very important by a majority of the participants. These are run by the student associations on each campus and viewed as an integral part of campus life by the three presidents that were interviewed. Administrator 5 commented,

I have the most diverse campus in the district. That's at my campus. And we have a number of events. We bring in outside speakers. We bring in – we have a

large – our – I mean we’re all over the world. We have a big map where everybody puts their stickers on where they’re from, and there’s not a place on the map that’s not covered.

Not all the participants viewed the international programs as important to the students at Alliance College. One trustee disagreed with the other participants stating, “...so few students are involved in international programs that the word ‘effective’ doesn’t apply.”

Faculty. Literature suggests that faculty support and involvement is critical in internationalizing an institution. Most of the participants agreed. Alliance has faculty development, which funds professional development and also provides funds for faculty to attend the Salzburg Global Seminar. Faculty members who attend the SGS are known as faculty fellows. Several of the trustees and administrators, who were interviewed, as well as both of the faculty members, agreed that attendance at the SGS and/or sponsoring faculty (professional development) presentations and study abroad were important to help garner faculty support for internationalization. Trustee 2 stated,

Salzburg is the premier opportunity for faculty, and what I hear is very, very good comments about the experience. It’s always eye opening, because you get to see things from a different perspective, but also allows the faculty to put things in a different context as well. You are on the other side of the fence and now doing education from an international standpoint, bringing those cultures together, so that is what I can tell in terms of the Salzburg Seminar. I have not attended it, but that’s what I know.

Administrator 6 agreed, adding,

For Salzburg, the chancellor had allocated money for the faculty academy. So, we are fortunate to have a faculty academy that supports professional development for faculty. And that's how the faculty group is supported.

Ethnic diversity of the faculty was noted as a factor in gaining support for international initiatives, as well. Administrator 4 stated, "The institution has an international and diverse faculty; this is very helpful in getting support for the international programs."

Trustee 1 agreed, stating,

I mean, I just have intuitive knowledge that because our faculty is very diverse and reflects most our campus...I have a feeling that they would embrace any opportunity, whether it to be to travel or use their curriculum with a global perspective.

Curriculum infusion. Although they are considered a cornerstone for internationalizing an institution, study abroad programs are only a small part of creating global learners. Participants felt that curriculum infusion is crucial to this process.

Administrator 8 stated,

I think that, again, most institutions believe that the study abroad is really globalizing/ internationalizing your institution. I think you obviously know that that is only a really – just a portion of it, that it really is about the curriculum and how you get the faculty to infuse global concepts into the curriculum.

Changing the curriculum to include references to global events, culture, and history reaches a larger group of students, according to Faculty 1. Alliance, however, does not have a district wide approach to curriculum infusion. They are only in the third year of internationalizing courses.

Faculty 2 added,

The world has gotten so much smaller. And again, only a small portion of the student body will ever really get to go study abroad. If they can do that, that's great. What I hear and what I think you did when you came back, the key is for the curriculum to be reflective of us living in a global society and being part of a global society.

Administrator 7 commented,

I think we're probably just scratching the surface on globalizing the curriculum, as you were alluding to, and really making that a more substantive part of our understanding of the educational needs.

Faculty 1 echoed this sentiment, adding,

It's left up to the individual instructor once they adopt that objective and infuse it within their course. They develop things that are relevant to their course. For example, one way I measured global international citizenship and global competency in my classes, they did those current events. At the end of the semester, I told them, "You all need to be aware of what's going on in the world."

Partnerships. The trustees and administrative participants had significant experience serving on various local community and business boards including chambers

of commerce, the hospital, workforce, Rotary, and Sister Cities. The trustee participants had relationships with city and state officials. Participants shared the feeling that the local business community understood the need to educate students for the workforce of the 21st century. Administrator 1 said,

I've talked to a lot of business leaders and I've talked to mayors and I've talked to a lot of the influential people, and some of the board members were actually travelling to a lot of international events, and they believe that it's part of our requirement to educate the citizens of county so they do have a global perspective, because we're no longer live solely on the economy of the city.

Administrator 8 agreed, adding,

And, you know Chambers of Commerce, [Regional Commission], all of those... and I've been on trips with the Chamber; I've been on trips with the [Regional Commission], and they really all understand a global workforce and the need to have students who can work in that workforce.

The Sister Cities program was most frequently mentioned as the key community partner with Alliance for international student opportunities. Alliance partners with the Sister Cities program, a partnership that is supported by the City. Administrator 2 commented on the level of involvement Alliance had with the Sister Cities program, stating, "I was a board chair for a while, [Alliance] did a lot with Sister Cities and Mexico."

Administrator 8 shared her belief in the importance of the Sister Cities program, adding,

...I'd like for [Alliance] to send students on every trip that Sister Cities sponsors. Not only is it a good opportunity for them, it's pretty inexpensive for us, because they manage always to get very low prices and that kind of thing.

Administrator 6 agreed, stating,

Yesterday, in our meeting, we were discussing ways of partnering, because we were planning on doing the third annual dual citizenship conference. This time, we want to partner with Sister Cities, because they already have relationships with other cities around the world and people coming in and we're going to try to get them to come to the conference. That way we have more outreach.

A local enterprise board was the second important partnership and connection for international programs and faculty and administrators traveling to other countries and colleges. Administrator 3 shared the importance of this partnership, adding,

I think that students value global education, okay, first of all because of the educational benefit it brings to them, and number two because of the geographical location where we are and the economic changes in our community. We are experiencing more from our students. The [local enterprise board] is the driver of much of that, because people come to our state from other countries to do business here.

College mission. Although the mission statement for Alliance previously made reference to global education, that statement was removed from the mission statement several years ago. Participants were split on the value of referencing global education and actually putting it back in the mission statement. Faculty 1 commented,

I don't think it necessarily has to be a separate part of the mission. I think the fact that when you work so hard to do the global infusion at the classroom level, it's maybe a more effective way of engaging students with global citizenship right now. That may change.

Faculty 2, however, believed inclusion in the mission statement was important, stating,

I would have said no ten years ago, but – but with technology, like I said, it all the companies that we have now have a global base just about. So, yes, I think it has to be in the mission statement because as we get bigger and bigger in our world of seven billion and growing, any companies that are hiring students now mostly likely will have an international office.

Trustee 3 said that,

...it is not the mission of the college to internationalize, therefore, [it] should not be in the mission statement. The goal of creating global citizens would be more appropriate for 4-year institutions.

Administrator 1 understood the perception by some that it was not the role of a community college to emphasize global education, adding, "Some people will say that your mission is to build an educational institution only for Alliance County."

Although a specific reference to preparing global citizens is not currently in the mission statement, several participants believed that would change in the future and that it was important for the institutionalizing of international initiatives for it to be in the mission of the College. Administrator 6 stated,

It is not in the mission statement. And we're working on changing that. At one of our meetings with the international counsel, we discussed the importance of having it at the core because it is to make sure that this initiative is not something that just happens this year or next year while we're here. But it continues on. So the ideal is to institutionalize global citizenship. So it stays with us.

Administrator 3 agreed, adding,

I think that the times will create the right circumstances for the college to address having global in the mission statement in a more intentional way, if that is the route the institution wants to go.

Administrator 4 supported their statements, commenting,

[Alliance] is undertaking a new strategic plan and the chancellor plans to try to get international initiatives included as a goal. The role and scope of institution should be acknowledged. It is not now core to the mission.

Student success. There was agreement among the participants on the value of global education and international initiatives to student success. There was a recognition that students must be prepared for working in a global environment. Several participants commented on the importance of preparing “global citizens” as a measure of student success. Preparing students for the global workforce was also an interest and concern for the participants. Administrator 8 said,

Because you can send 1, 2, 3, 4, 5% of your students overseas, and you've got the other 95% that also – that need to understand those global concepts. Because you can be a technician working, in our case, at [the Large National Technology

Company] or [the Large Aviation Engineering Company] or whatever, and you may have to participate on global calls, and work with people from other countries.

Although many view study abroad programs as a responsibility of 4-year institutions and not the community college, many participants defended the practice of providing these experiences to students at Alliance by emphasizing the impact on student success in the global workplace. Faculty 2 commented,

...and university students are going to study abroad everywhere. And just because you're in a community college, you should have that same experience. So, I think it's very important – because all of our business and interaction with the different kinds of work, once our students get out in the workforce, we're a global world now. I mean everything's happening, you know – you can work on the Internet. Anything is happening anywhere in the world at any minute.

Trustee 2 said, “So everything we do has world impact and we should be preparing our students for that world.”

Administrator 2 commented on the importance of having a global perspective for students, stating,

So there's great benefit, and today you cannot be isolated. I mean, you can try, but you really cannot. What happens in the Middle East impacts the US. What happens in the US impacts Canada, impacts Latin America, so on and so forth, at every level, whether it's commerce, policy, the economy, all of it, so no question about the importance to the students.

Faculty 2 agreed, adding, “We’re behind the times if we don’t think that they all are global citizens. You know? Our kids are; our kids are global citizens.”

Participants believed that it was important for students to be “global citizens,” rather than just citizens of the United States with only a limited understanding of our place in the world. Administrator 6 commented that,

They can learn more about global citizenship and no, we’re not just the U.S.; the greatest nation in the world. We have other countries, other people around us.

And I think it’s good for our students to be part of that and understand that there is more out there.

There were also comments about student success as global citizens and how that has influenced participation in the Salzburg Global Seminar and study abroad programs.

Planning, structures, and systems. Participants believed that the foundation for internationalization was in place at Alliance, which included key programs, policies, and procedures for internationalizing the college. Administrator 8 said, “Internationalization is already happening. We have a really good foundation going”. The interviews revealed, however, that things were moving slowly and there were a number of organizational issues.

Administrator 4 shared some of the strengths at Alliance, stating,

We created an international council with representatives from each campus. They developed district wide policies including travel and participation. Faculty members provide information on what they want to do in the study abroad courses then submit them to the Council for review.

While there are some structures and systems in place, there was a sentiment that there was still work to do in order to improve the process of internationalization.

Administrator 7 shared,

Yeah. I think the positive stuff is that there is traction. There's momentum.

Things are happening in the international area. So I think it's a little bit crawl, walk, run approach...and I don't know that I know enough about [Alliance] to really, truly give you a read on it, but I would suspect we're more in the crawl and walk range on international programs. We're not running.

Administrator 1 also believed that the process of growing the entrepreneurial programs was slow, but shared that the chancellor was supportive of these efforts.

So there is a – we're working aggressively to do this international entrepreneurial program, and it's like anything else. It's a little bit slow at the start, but I have the full support of the chancellor.

While many participants agreed that the process of internationalization was a bit slow, several also commented on the importance of planning and addressing issues from a systematic perspective. Administrator 1 added,

And so we looked at what is our possible strategy. We looked at feasibility, financial opportunities, and educational market of what should a community college do on an international area.

Of particular concern to some participants is that, while the current initiatives are positive and well-planned, there is a lack of coordination from the district level over these efforts, resulting in a programmatic process, rather than a systematic process. One

administrator expressed his concern with initiatives like internationalization, expressing that, often, complex organizations end up,

...doing things in a very programmatic kind of fashion where they're polishing the chrome. They're making this look really good and that look really good, and they're – but they're more isolated efforts.

He continued, stating,

The challenge to that is that – it's like a house when an addition is built on, and then another addition, and then another addition, and then another addition, and pretty soon they don't really match.

While there is still work to be done to better plan the structures and systems needed to implement global education district-wide at Alliance, their overall opinion of the effort was positive. Trustee 1 stated,

Well, you know I think the one thing I can say or a couple things. I'm really proud to be associated with an institution like this, because I think we're very forward thinking. I do believe we're globally minded. And we're very not only sensitive, but embrace just the nuance to having an international institution.

One potential solution to the concerns related to planning, structures, and systems is to work through the process of ensuring that global initiatives are included in the college's strategic planning process. Trustee 4 added,

And what, what we have to do is put something in the budget. What would have to happen would be that this rises up to something that's part of our strategic plan

to do. If it's not in the strategic plan, it's hard to get things going. And I can see it, because everything is tied to it.

Barriers. Participants indicated that the barriers to internationalization were funding, communication with the board of trustees, and support from departments within the organization. Trustees and participants mentioned funding and the use of taxpayer dollars as barriers to continuing and expanding international programs. The most commonly mentioned concern related to community members wanting local tax dollar to be spent locally and not on international initiatives. Several board members also commented that international initiatives and global education were simply not a priority.

Regarding concerns about the community perspective on the use of local taxpayer dollars, Administrator 8 shared,

And there are, as you probably already know, some community colleges around the country – not just in our state, but around the country – who believe that the taxpayer dollars should not be spent at all for anything except to educate the students right here in [Alliance] County.

Trustee 3 also shared this sentiment, saying, “[Alliance] has a large active exchange programs overseas, but taxpayers are hostile to the idea of using local dollars to pay for these programs.”

Administrator 5 conveyed, “I mean the community’s more of a critic than we are, because it’s – it really comes down to how we spend taxpayer dollars. You know?”

While community concerns about local tax dollars was repeatedly mentioned as a barrier, overall funding was also mentioned as a concern. Administrator 3 stated,

The vision from our chancellor is the one that leads and triggers all this, but – because again, this is – there is an element always of funding, and return investment, and how you can bring additional streams of revenue.

Lack of communication with the board of trustees was mentioned several times as a barrier. Administrator 4 expressed the need for communications with the board of trustees, as well as lack of support from the IT department, adding,

Lack of communication with [the] board is a barrier. Internet and intranet are not reflective of the international programs. IT is not onboard or just doesn't understand. The website just mentioned Study Abroad, but not the bigger initiatives.

Summary

Chapter four provided a description of the case study site, demographics, and information related to programs and activities related to global education. This chapter presented the findings from the case study on the role of the board of trustee in internationalizing an urban community college; factors, program, processes and barriers. Ten themes emerged from the research: (a) role of the board of trustees; (b) chancellor leadership; (c) programs; (d) faculty; (e) curriculum infusion; (f) partnerships; (g) college mission; (h) student success; (i) planning, structures, and systems; and (j) barriers. Chapter five will present an overview of the research questions, the major findings of the study and their relationship to the literature, and implications for practice and future research.

Chapter Five: Analysis and Discussion

This chapter presents an overview of the study, a summary of the major findings and their relationship to the literature, a revised framework of the factors influencing the implementation of global education in a community college, and concluding remarks, including implications for practice and future research.

Restatement of the Problem

In the current environment of globalization and technological advances, corporate America is increasingly concerned about the lack of student preparedness for the global workforce. For nearly 40 years, the American Association of Community Colleges, the Association of Community College Trustees, and other national community college associations have been actively promoting global learning and the internationalization of college institutions. Programs like the Salzburg Global Citizenship Seminar were developed to engage community colleges in the global education movement and to provide community colleges with the necessary tools to implement global learning. However, community colleges have been slow to initiate and sustain a commitment to global education. Where global education programs exist, chancellors, presidents, or faculty members usually champion them; however, these initiatives are not always integrated into the teaching, learning, or mission of the college (Chan, 2014; Dean, 2003).

Purpose of the Study

Contemporary research related to the variables that influence the implementation of global initiatives and their effectiveness at community colleges is limited. Even more lacking is the body of research related to the role of the community college trustee in this

endeavor (see for example Dean, 2003). The purpose of this study was to document the factors that influenced the development and expansion of a global education program in one urban community college. Furthermore, the researcher examined in depth what role, if any, the board of trustees played in the internationalization of the case study community college.

Research Questions

The following research questions guided the exploration of globalization in community colleges in the 21st century:

1. What is the role of the board of trustees in institutionalizing global education?
2. What factors and programs have influenced the shift to global education and internationalization of an urban institution?
3. What common programs, processes, outcomes, and barriers exist in globalizing community colleges?

Overview of the Methodology

A qualitative methodology is used when the researcher is interested in how people interpret their experiences and the meaning they attribute to their experiences (Merriam, 2009). This study employed a qualitative methodology, an interpretivist analytical paradigm, and a single-case study design. Creswell (2007) described case study research as a qualitative approach in which the investigator explores a bounded system over time through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes. The bounded case in this study was an urban community college that has implemented a global education program.

The site was selected to ensure that the participants and documents informed the research questions. Data sources included interviews, a review of relevant documents, researcher observations, field notes, and a reflective fieldwork journal. Interview participants were selected using purposeful sampling and followed by referral sampling (Merriam, 2009). Interviews were semi-structured, with follow-up interviews to confirm preliminary analyses consisting of descriptions or themes, as needed (Creswell, 2007). Data collection occurred simultaneously with data analysis, which was an ongoing, iterative process that followed the sequence of analytic induction and coding outlined by Hays and Singh (2012).

Major Findings By Research Question

This study explored the factors that influenced the development and expansion of a global education program in one urban community college, as well as the role of the board of trustees. Analysis of the findings from multiple data sources allowed the researcher to construct a revised conceptual diagram of factors influencing the implementation of a global education program. Below is a summarized account of the findings with connections to the scholarly literature.

Research question one: What is the role of the board of trustees in institutionalizing global education? The role for the BOT was primarily a role of support. There was no identified champion for global education and international initiatives on the board of trustees. The BOT played more of a “cheerleading” role and supported the initiatives promoted by the chancellor. Several participants mentioned specific trustees who were very supportive of global learning for students. To

institutionalize and sustain internationalization and for substantive changes to occur, BOT support and leadership was an important factor (Harder, 2011; Green, 2002). To advance to a highly active international institution as defined by Green and Siaya (2005), BOT engagement will be needed in the form of institutional accountability and a more prominent focus in the strategic plan and mission statement of the college.

Budget. One of the primary roles of the BOT in the internationalization of a community college is providing financial resources through the adopted budget as mandated by state law (Education code). Essentially, in the case of community colleges, the success of initiatives, such as internationalization, relies almost exclusively on the allocation of resources, which in turn, relies heavily on the support of the board of trustees (Sheppard, 1995). At Alliance, the chancellor developed the budget and presented it to the board for review and final approval. The BOT approved the 2013 -15 Alliance budgets as presented by the chancellor which included funding for the creation of the International Office and expansion of that office in 2014.

Policy. Approval of policies and procedures for study abroad programs helped create the foundation for internationalization at Alliance. The literature, however, clearly states (Green & Siaya, 2005) that highly active internationalized institutions make reference to global education in their mission statements. Alliance does not make reference to global education in its mission statement; however, some of the participants in the study agreed that inclusion in the college's mission are important and that Alliance is moving in that direction.

Hiring the chancellor. The role of the BOT at Alliance has generally consisted of supporting the chancellor as the champion of internationalization. There was a trusting relationship between the BOT and the chancellor. This relationship allowed the chancellor to develop new and innovative international programs at Alliance (Dean, 2003).

Establishing goals for the institution. The board approved the Alliance Strategic Vision 2010 -2015 which referenced global education and citizenship. Green and Siaya (2005) wrote that a key factor in internationalization is articulation of global learning in the institutions vision, mission, and strategic plan.

Being informed. As of this research, the board had not requested such reports. Requesting periodic reports on progress of the international initiatives and measurement for success is another area where the board can show leadership according to the AACC/ACCT (2006).

This study found that the BOT support for the chancellor and his efforts to internationalize the college was an important role. However, for sustained and further advancement, the BOT has a responsibility to engage at a more knowledgeable and visible level, and to act as a catalyst for internationalization (Harder, 2011). This research acknowledges the competing demands for their time and the barriers including resource allocation (see conceptual framework below).

Research question two: What factors and programs have influenced the shift to global education and internationalization of an urban institution? The factors that influenced the shift to global education and internationalization within Alliance

Community College District were: (a) having a chancellor “champion,” (b) participation in the Salzburg Global Seminar, (c) engagement in the Sisters Cities Partnership, (d) Community Environment, (e) availability of external funding/resources, (f) faculty professional development, (g) the provision of a dedicated international initiatives office, (h) the presence of a district -wide international council, and (i) board of trustees support.

Chancellor leadership. This study found that, while trustee support was important, chancellor leadership was absolutely essential and was the number one factor influencing the shift to global education at the institution (Dean, 2003; Chan, 2014). The chancellor created a dedicated international office, allocated funding from the Alliance budget for faculty development and office operations, and raised money from the local business community for study abroad programs. Dean (2003) found that an innovative college chancellor or president leads colleges with global programs. Furthermore, the NASULGC (2007) noted that global education hinged upon an institution having academic and administrative leadership with a strong commitment to international engagement and that priority must be given to increased engagement of presidents, chancellors, and provosts in the promotion and support of internationalization on their campuses.

Salzburg Global Seminar. There is nothing in the scholarly research about this specific program and its impact on internationalization. Attendance at the SGS by both students and faculty, however, has been a major influencer on curriculum infusion and faculty engagement. Alliance has used this program to promote global citizenship for students. All participants had knowledge of the program, with many identifying it as the

single most important factor influencing faculty support for global education. Faculty members who traveled abroad better understand the impact on students that having a global perspective can provide (Dean, 2003). Green and Siaya (2005) cited professional development as a key dimension of internationalization. Faculty who have attended SGS were charged with returning to Alliance and internationalizing their curriculum. Students who attend are asked to speak out about their experiences.

Sister Cities partnership. At Alliance, the partnership with the local Sister Cities program was the link to the expansion of the study abroad and exchange programs with colleges in other countries. Although these programs are a small part of internationalizing an institution, they are a critical key factor (NASULGC, 2007)

Community environment. According to many of the study participants, the community at large valued global learning by students as evidenced by strong partnership with the Sister Cities program and by the provision of external funding and resources. The Alliance community is a hub of international activity, including having an expansive international enterprise, which has been a factor in developing awareness of the large global environment (AACC/ACCT, 2000).

External funding. The chancellor raised funding for study abroad programs from the business community, a clear indicator of support for a globally-educated student body and critical to moving the program forward. Green and Siaya (2005) identified external funding as a key dimension for internationalization. This funding allowed Alliance to send at least 15 students every year to the SGS.

Faculty professional development. Faculty professional development was a key factor at Alliance and resulted in course infusion and identification of additional strategies for internationalization. While the recent literature does not specifically mention the Salzburg Global Seminar program as a factor in internationalizing a community college, research does support the importance of faculty buy-in to international programs (Allen, n.d.) and professional development. Dean (2003) highlighted the importance of participating in organizations and/or programs that engage their faculty and staff in the value of global education for students. Green and Siaya (2005) found that highly active community colleges provided funding for faculty to lead student abroad programs and travel abroad to meetings or conferences. Allen (n.d.) and the Center for Economic Development (2006) discovered that faculty members are among the most critical factor in achieving a more internationalized campus.

Green and Siaya (2005) supported the importance of institutional investment in faculty through workshops, seminars, professional development, and travel opportunities.

Alliance invested in internationalization by supporting faculty professional development and attendance at the SGS.

Dedicated office. Alliance dedicated an office for international initiatives created by the chancellor in 2013. Internationalization in a community college is dependent upon having the appropriate organizational infrastructure (Green & Siaya, 2005). Among their strategies for success, Green and Siaya (2005) specifically listed having an office that oversees international education programs.

International council. The creation of an international council in 2013 was an important step in moving toward internationalization. The council consisted of faculty representatives from each of the Alliance campuses and took on the task of developing draft policies on study abroad and has the district wide responsibility of approving all requested study abroad projects by faculty and students. Chan (2014) recommended establishing an international advisory committee to universalize global learning into curriculum to achieve greater success with internationalization efforts. Green and Siaya (2005) supported Chan's recommendation of advancing international efforts through a district-wide council.

Board of trustee support. The support and trust from the BOT for the chancellor was an important factor in the shift to a more organized structure and focused program at Alliance. One participant put it this way, "trustees must see the value of it [the international initiatives] because it costs money for you to globalize your curriculum and send students abroad."

Research question three: What common programs, processes, outcomes, and barriers exist in globalizing community colleges?

Programs. The programs essential to the globalization of community colleges was study abroad, campus and district wide international activities and events, and exchange program. Scholars noted that study abroad programs were critical to internationalization but are only one aspect of global education at a community college (Dean, 2003; Chan, 2014, Green & Siaya, 2005). Green and Siaya (2005) specifically noted the importance of providing funding for holding international activities and events

on campus, and providing a meeting place for students to discuss international topics.

Although not mentioned in the literature, Alliance was very active at the Salzburg Global Seminar, established an entrepreneurial partnership program, and was involved in online education abroad. The international students at Alliance were relatively small in number (under 400) and not considered a major factor by the research participants in internationalizing the district.

Processes (strategies). The processes and strategies essential to the globalization of community colleges were identified by scholars and the research as: (a) seeking external funding (Green & Siaya, 2005); (b) district-level coordination of international initiatives through a dedicated office (Green & Siaya, 2005); (c) providing study abroad opportunities to students (Green & Siaya, 2005; NASULGC, 2007); (d) faculty development and diversity (Allen, n.d.; Green & Siaya, 2005); (e) having international education classes and curriculum infusion (Allen, n.d.; Chan, 2014; Dean, 2003; Green & Siaya, 2005); (f) presentations to presidents and governing boards regarding the importance of internationalization (Harder, 2011); (g) district-wide international council (Chan, 2014); and (h) an articulated commitment including vision, mission, strategic plan, and college materials (Green & Siaya, 2005).

This research study revealed that Alliance has many of these processes in place; however, there were key strategies as noted by the scholars that were lacking at Alliance including: (a) district coordination and curriculum infusion, (b) presentations and reporting to the BOT, and (c) articulation of the global education in the mission statement.

Outcomes. The outcome of globalized community colleges is students with a global perspective. Global competencies exist when a learner is able to understand the interconnectedness of peoples and systems, to have general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate this richness and diversity (ACIIE and Stanley, 1996).

The Stanley report listed nine categories of student outcomes: (a) is empowered by the experience of global education to help make a difference in society; (b) is committed to global, lifelong learning; (c) is aware of diversity, commonalities, and interdependence; (d) recognizes the geopolitical and economic interdependence of our world; (e) appreciates the impact of other cultures on American life; (f) accepts the importance of all peoples; (g) is capable of working in diverse teams; (h) understands the nonuniversality of culture, religion, and values; and (i) accepts responsibility for global citizenship.

This research showed that Alliance valued student learners with a global perspective. Alliance had a stated goal of institutional student learning outcomes, which included graduating students with a degree and demonstrated knowledge of individual and community roles in world issues. Alliance, however, did not have a method to measure this outcome.

Barriers. The most frequently mentioned barriers to internationalization at Alliance by the trustees were the use of public dollars for international programs and other demanding college priorities. Green (2002) observed that colleges and universities have an enormous task ahead. Financial constraints, other reform agendas, absences of

public and student persistence, and the lack of government funding were cited (p. 9). Chan (2014) echoed Green's statement about financial constraints. The research also revealed that the lack district-wide coordination, and a strategic focus of district-wide policy for curriculum infusion were also barriers to advancing internationalization (Green & Siaya, 2005). Communication both with the students, faculty, the senior leadership team, as well as, the board of trustees was a major barrier according to the participants. The business community was viewed as supportive and interested in global competitiveness but not fully engaged in promoting student global learning.

Revised Framework of Factors Influencing Internationalization

Shared governance and oversight for international initiatives appears to be the key factor to internationalization. Although the BOT is charged with the responsibility of setting policy, approving budgets and strategic goals, without the vision, programmatic implementation, and funding recommendations of the chancellor, internationalization would not occur. This observation is not unique. Both Dean (2003) and Chan (2014) argued that internationalization is a top down and bottom-up approach task. The major factors influencing the globalization of community colleges are categorized as: (a) governance, (b) values, (c) institutional variables, (d) external variables, and (e) programs. A revised framework was developed to depict these factors (Figure 2).

Governance. A new finding from this research was that top down (Dean, 2003) includes support by the BOT, not just a president or chancellor champion. The board of trustees must be included in the top down approach for internationalization to be sustained and strategic.

Values. Institutional values influence internationalization in a community college. Developing global citizenship was an articulated goal of Alliance and tied to student success. This is a new finding from this research. The literature stated (Dean, 2003) that innovation and risk taking are institutional values that must be present for internationalization to occur. Diversity was viewed as a value of the institution and a contributing factor to faculty and administrative support for internationalization. And, finally, in order for global learning to be implemented, the organization must value the importance and benefits of global education as expressed through their mission statement and other materials.

Institutional variables. Institutional variables in globalization include curriculum infusion, faculty support, and organizational infrastructure. Perhaps the most important institutional variable in the internationalization of a community college as revealed by the research and literature is curriculum infusion. Dean (2003) asserted that global education involves a wide array of programs and activities that should be integrated in the institution's curriculum (p. 174). Faculty support and professional development were also supported by this research. Organizational infrastructure including a district-wide office and council were important foundational elements at Alliance.

External variables. External variables for globalization include community/business partnerships, national associations, and funding and resources. Neither national nor state associations were mentioned as factor in internationalization but are included on this revised framework because the researcher believes, from the

literature review, they can play an important role. AACCC and ACCT (2006) have on numerous occasions issued statements calling for internationalization of community colleges and that trustees should take a leading role in internationalization their institutions.

Programs. Programs essential for globalization include participation in the Salzburg Global Summit, study abroad and exchange programs, and international student events. The literature confirmed the research that having international students at an institution is not a factor in internationalization (Green and Siaya, 2005, p. 21). And, the research pointed to two new areas that may assist with these efforts: international entrepreneurial partnerships and online education.

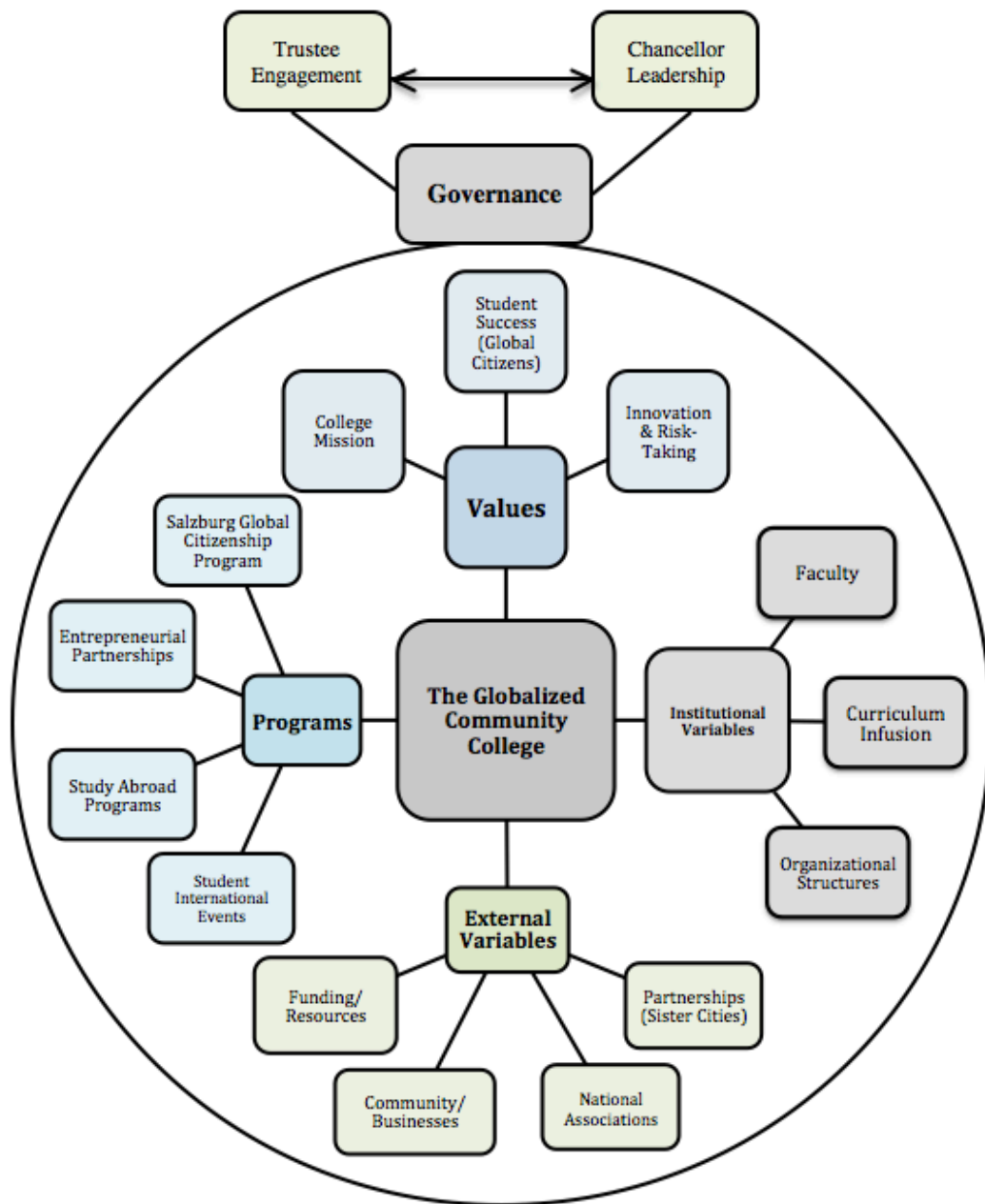


Figure 2. Revised framework of factors and variables influencing globalization

Contributions to Existing Literature

Board of trustee engagement and leadership are new findings of this study and can be used to sustain and expand internationalization at an urban college. Allocating funding, approving policies, hiring and supporting a chancellor who champions internationalization, and establishing the goals for the institution are all roles and responsibilities of the board of trustees. Trustees can use these tools to lead their institutions toward internationalization. Participation at the Salzburg Global Seminar can be used as a means of investing in faculty development, a forum to assess internationalization at the institution, and to craft a district-wide plan to address gaps and identify opportunities for continued expansion.

Implications for Practice

In preparing students for the workforce of the 21st century, community colleges must make global education and citizenship part of the student success initiatives. With competing priorities and demands for trustees time and institutional funding, this will not be an easy task. Without clear measurement and benefits to the students and community, boards of trustees will more than likely not take a leadership role on globalizing their institutions. It falls to the champion chancellor or president of the institution to engage the BOT and to make the case for developing students with global competencies. It is also the responsibility of state and national community college associations to provide trustees with the knowledge and training to help lead these efforts at their colleges. To be a highly active and integrated globalized college, this researcher believes colleges must move beyond Dean (2003), Green and Siaya (2005), and Chan (2014), and include BOT

engagement as a critical factor in creating and sustaining these efforts at community colleges (revised framework).

Course infusion was identified by the literature as a critical factor in globalizing a college. At Alliance, infusion occurred through individual decisions by faculty to promote global concepts in their classroom. Scaling course infusion to the department and district level, lead by faculty curriculum councils, would go a long way toward internationalization.

Professional development of the faculty is a key factor in internationalization. Colleges must import the SGS experience to the U.S. with scarce resources and community reluctance to spend local tax dollars for study and training abroad, organizations like SGA and Council on International Education Exchange need to develop a U. S. regional approach for faculty development.

The findings from this research can be used by other urban community colleges seeking to implement global education.

Recommendations for Further Research

This research was conducted in a state with a decentralized community college system. Additionally, research on community colleges in states with different levels of centralization could result in different roles and or responsibilities for the BOT and identify other factors, processes, outcomes, and barriers to internationalization. A larger-scale multi-site replication study updating the research by Green and Siaya (2005) would be helpful to determine any progress that has been made by community colleges in internationalizing their institutions and if so, what factors attributed to this progress. This

echoes Harder (2011) who also has recommended investigating why internationalization levels are low for many colleges and examining the barriers to encouraging and realizing additional internationalization efforts. The researcher recommends further investigation into entrepreneurial partnerships and providing online education abroad as part of a community colleges portfolio in the international arena.

Finally, additional research on measuring student global competencies at community colleges would help community colleges identify appropriate learning outcomes for their programs; and, tying global learning outcomes to student success initiatives as a means of elevating this competency within the institutions.

Concluding Thoughts

The “why” of global education is, simply put, the survival of our communities. If community college educators care about the communities they serve, global education is an imperative not an option. Without it, we could become relatively insignificant as individual human beings or as a society. Participants (survey conducted) reiterated the “payoff” identified two years earlier: globalizing our students and our communities has direct economic benefit and reduces the inevitable fear created by the ongoing internationalization of business. (ACIIE & Stanley Report, 1996, p. 2)

This statement was made 20 years ago and this researcher believes it still holds true today, more than ever. Community college leaders must provide student learners

with the knowledge and skills needed to develop the global competency so vital for success in the competitive global workforce of the 21st century.

The discussion about community college internationalization must move from discussions about funding of study abroad (impacting less than 5% of the student body) to discussions of preparing all students with a global perspective. Community college leaders must be committed to providing the infrastructure and resources necessary to implement, maintain, and sustain a comprehensive plan of internationalization. Making global education a part of the definition of student success will help focus leaders on the need to internationalize their campuses. If globalization becomes part of student success initiatives and how community colleges are measured, evaluated, and rewarded, global learning will automatically be embedded in the college's mission. Creating global student competencies is an excellent start and will hopefully ultimately lead to measurement of related student learning. For leadership at the governance level, national associations such as ACCT and AACC need to take an active role in education of college trustees, chancellors, and presidents about the importance of internationalizing their institutions. Furthermore, these associations need to provide training on "how to" internationalize an institution. National business associations must also weigh in on the need for a trained workforce with a global perspective as they have done with STEM education. They must sound the alarm.

State boards of higher education and business associations must also recognize the value of global learning for students. Having a globally educated and culturally

sensitive workforce for the 21st century must be a priority for state legislatures, higher education agencies, and business organizations, and tied to state metrics and funding.

What became apparent during this research was the importance of finding a common language to describe global education. Though the terms are used interchangeably within the literature, I found there is a drastic difference between “internationalizing” community colleges and “globalizing” them. The term internationalizing is more often used to describe efforts to export and import students and teachers (study abroad and exchange programs). Slaughter and Leslie (1997) argued that higher education has “shifted from a liberal arts core to an entrepreneurial periphery,” in which “marketization” of the academics leads to the rise of “research and development with commercial purpose” (p. 208). Internationalizing community colleges implies a focus on importing and exporting education for a commercial purpose that allows higher education institutions to compete for the monetary or human resources available globally to benefit their institutions (Slaughter & Rhoades, 2004).

In contrast, globalizing community colleges refers to providing a student experience focused on creating a consciousness of living in a “global village” with the expressed intent of achieving student success by creating globally competent learners. In community colleges, it is not an international focus that provides the institution with the legitimacy for survival. It is meeting a market need for the local community. The goal of providing global learners is legitimate because it benefits the local economy and enables students to survive in the highly competitive global economy. The globalized community college strives for greater flexibility to prepare learners to respond to rapidly changing

market conditions; a market that requires not only skills (e.g., STEM), but also the mindset needed to survive in the rapidly changing and ever-expanding global workforce.

Boards can more easily justify using local tax dollars when funding is used to educate the majority of the student population. In order to truly achieve student success, we must change our understanding of these terms and change our paradigm by focusing on globalized community colleges.

Appendix A: Participant Questionnaire

This interview will take approximately 45 minutes. I am going to go through a list of questions. You may choose not to answer these questions. You also may choose to stop participating in this interview at any time; if you want to stop, please tell me. I may also be following up with you at a later date to get clarification on some of the answers that you give me during today's interview.

I would like to collect some information about your background, interest, involvement, and knowledge about global education for community college students.

1. Demographic Information

- a) Gender: ☐ Male ☐ Female
- b) Age: ☐ 18-29 ☐ 30-44 ☐ 45-59 ☐ 60+
- c) Race: ☐ Asian ☐ African American ☐ American Indian
☐ Hispanic ☐ White ☐ Other
- d) Number of years employed in education:
☐ 1-3 years ☐ 4-7 years ☐ 8-11 years ☐ 12-16 years
☐ 17-21 years ☐ 22-25 years ☐ 26+ years

- | | Yes | No |
|--|--------------------------|--------------------------|
| 2. Were you born in the United States | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you speak a language other than English? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you traveled or lived outside the U.S., and if so, to what degree (vacation, work, study abroad, lived, etc.)? | | |
| 5. Are you knowledgeable about the international initiatives at [Alliance]? If so to what extent?
(Very, Somewhat, Not at all, Didn't know we had this program) | | |

What has been your involvement?

Please rate the level of importance for the following as it pertains to [Alliance]:

		Very Important	Important	Neutral	Unimportant	Very Unimportant	Don't Know
a)	Study abroad programs and exchange programs for [Alliance] students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Study abroad programs let by [Alliance] faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Student international events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Attendance at the Salzburg Global Citizenship program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Courses offered on international topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Opportunities for faculty development in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Course infusion with a global perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Non-credit international travel programs or tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What does the term *globalization* mean to you?

7. What does the term *internationalization* mean to you?

8. Are you familiar with any other institutions and their global education programs? How would you describe and rate –compared to other institutions- the global education program at your institution?

a. Do you feel that programs at your school have been effective? Yes/No
Please expand on your answer.

b. Do you think the student's value these programs? Yes/No

10. Describe the involvement of the local business community with global studies program? Do they support the college and/or students? Do you think they value students with a global perspective?

11. Does the administration and BOT support faculty and student involvement in the global studies program including attending events, workshops, SGSCP, travel and study abroad, course infusion? If so, how? If not, why?
12. Have you attended the Salzburg Global Seminar? Yes/No
And, if so, what has been the impact to you personally and the results for global education at [Alliance] College?
13. What, if any, role has the board of trustees played in internationalizing your institution? (Funding, attending events, approving policies, support for global studies, etc.) How aware are they of these programs? Do you believe the board values global competency for the students at this institution?
14. Who are other champions and/or critics of the Colleges global studies program?
15. How have the international initiatives at [Alliance] evolved over the years?
16. How could preparing students for the global workplace be part of the College's mission statement? Should it be?
17. Are there any strong forces/factors pushing global education/citizenship or barriers to internationalizing [Alliance] Community College? If so, can you give me an example?
18. What impact if any does having an international initiative at [Alliance] have on the institution and/or community? How do you feel about this initiative?
19. Do you have anything to add?

Appendix B: List of Documents Reviewed for Data Collection

[Alliance] May Point to [the State's] Political Future [Editorial]

Fast Facts – Sister Cities [Fact sheet]

History of Sister Cities [Website]

Sister City Partnership Information [Website]

The Foundation for [Alliance]'s Future [Pamphlet]

Alliance Community College - Institutionalizing Global Citizenship [Pamphlet]

Alliance Community College Vision (2015) [Strategic Plan]

[Alliance] wants to expand opportunities for study abroad programs. [Newspaper Article]

International Council Committee (2015) [Meeting minutes]

Alliance Community College's International Objectives and Study Abroad Opportunities [Pamphlet]

Alliance Community College Worldview [Unpublished raw data]

Alliance Community College *Globalism Development Initiatives* [Microsoft PowerPoint]

Alliance Community College Facts For The Year 2014: Success Within Reach [Pamphlet]

Alliance Community College. (2014, January) [Published reference material]

Study abroad programs offer new experiences (2015) [Article – Alliance Community College student newspaper]

Appendix C: Participant Consent for Participation

IRB USE ONLY

Study Number: 2014-09-0108

Approval Date: 12/02/2014

Expires: 12/01/2017

Name of Funding Agency (if applicable): N/A

Consent for Participation in Research

Title: The Role of the Board of Trustees in the Comprehensive Internationalization of Community Colleges: A Qualitative Case Study

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The person performing the research will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

You have been asked to participate in a research study about the factors that have influenced the global education programs at your institution. The purpose of this study is to document the factors that have influenced the expansion and maturing of global education and what role, if any, that the board of trustees played in this process. The following research questions will guide this study: what factors and outcomes have resulted from these programs and what is the role of the board of trustees in institutionalizing global education.

What will you be asked to do?

If you agree to participate in this study, you will be asked to participate in an interview which will last around 45 minutes with the possibility of a follow-up call or email to clarify any outstanding issues. This study will include approximately 12 to 15 participants, all of who have knowledge about global education programs at your institution. If you agree, your participation will be audio/video recorded with written documentation.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

You will receive no direct benefit from participating in this study; however, I believe that this study will add to the body of research on global education and community colleges

and perhaps provide a pathway for colleges interested in internationalizing their institutions.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with The University of Texas at Austin (University) or [Alliance] Community College in anyway. If you would like to participate, I will call you and get your verbal consent.

Will there be any compensation?

You will not receive any type of payment for participating in this study.

How will your privacy and confidentiality be protected if you participate in this research study?

The privacy and the confidentiality of your data will be protected. The researcher will assign you a pseudonym/code that will link you to your responses without using your name. This will ensure your anonymity. The master key will be kept at a separate secure location from the data.

The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with you, or with your participation in any study.

If you choose to participate in this study, you may choose to be audio and/or video recorded. Any audio and/or video recordings will be stored securely and only the researcher will have access to the recordings. Recordings will be kept for one year after the report is disseminated and then erased.

Whom to contact with questions about the study?

Prior, during or after your participation, you can contact the researcher, Nan McRaven, at (512) 423-9023 or send an email to mcravenconsulting@gmail.com for any questions, or if you feel that you have been harmed. This study has been reviewed and approved by The University Institutional Review Board and the study number is 2014-09-0108.

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

Participation

You will be contacted by the researcher and an interview will be scheduled either face-to-face, telephone, or via teleconference at a location of your choosing.

Consent

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You will be given the opportunity to ask questions and you have been told that you can ask other questions at any time. You will be asked to verbally voluntarily agree to participate in this study. By agreeing, you are not waiving any of your legal rights.

Appendix D: IRB Approval



OFFICE OF RESEARCH SUPPORT

THE UNIVERSITY OF TEXAS AT AUSTIN

*P.O. Box 7426, Austin, Texas 78713 · Mail Code A3200
(512) 471-8871 · FAX (512) 471-8873*

FWA # 00002030

Date: 12/02/14

PI: Patricia A. Somers

Dept: Education, CCLP Higher Education Administration

Title: The Role of the Board of Trustees in the Comprehensive Inter
of Community Colleges: A Qualitative Case Study

Re: IRB Expedited Approval for Protocol Number 2014-09-0108

Dear Patricia A Somers:

Recognition of Exempt status based on 45 CFR 46.101(b)(2).

Qualifying Period: 12/02/2014 to 12/01/2017. *Expires 12 a.m. [midnight] of this date.* A continuing review report must be submitted in three years if the research is ongoing.

Responsibilities of the Principal Investigator:

Research that is determined to be Exempt from Institutional Review Board (IRB) review is not exempt from ensuring protection of human subjects. The Principal Investigator (PI) is responsible for the following throughout the conduct of the research study:

1. Assuring that all investigators and co-principal investigators are trained in the ethical principles, relevant federal regulations, and institutional policies governing human subject research.
2. Disclosing to the subjects that the activities involve research and that participation is voluntary during the informed consent process.
3. Providing subjects with pertinent information (e.g., risks and benefits, contact information for investigators and ORS) and ensuring that human subjects will voluntarily consent to participate in the research when appropriate (e.g., surveys, interviews).

4. Assuring the subjects will be selected equitably, so that the risks and benefits of the research are justly distribution.
5. Assuring that the IRB will be immediately informed of any information or unanticipated problems that may increase the risk to the subjects and cause the category of review to be reclassified to expedited or full board review.
6. Assuring that the IRB will be immediately informed of any complaints from subjects regarding their risks and benefits.
7. Assuring that the privacy of the subjects and the confidentiality of the research data will be maintained appropriately to ensure minimal risks to subjects.
8. Reporting, by submission of an amendment request, any changes in the research study that alter the level of risk to subjects.

These criteria are specified in the PI Assurance Statement that was signed before determination of exempt status was granted. The PI's signature acknowledges that they understand and accept these conditions. Refer to the Office of Research Support (ORS) website www.utexas.edu/irb for specific information on training, voluntary informed consent, privacy, and how to notify the IRB of unanticipated problems.

1. Closure: Upon completion of the research study, a Closure Report must be submitted to the ORS.
2. Unanticipated Problems: Any unanticipated problems or complaints must be reported to the IRB/ORS immediately. Further information concerning unanticipated problems can be found in the IRB Policies and Procedure Manual.
3. Continuing Review: A Continuing Review Report must be submitted if the study will continue beyond the three year qualifying period.
4. Amendments: Modifications that affect the exempt category or the criteria for exempt determination must be submitted as an amendment. Investigators are strongly encouraged to contact the IRB Program Coordinator(s) to describe any changes prior to submitting an amendment. The IRB Program Coordinator(s) can help investigators determine if a formal amendment is necessary or if the modification does not require a formal amendment process.

If you have any questions contact the ORS by phone at (512) 471-8871 or via e-mail at orsc@uts.cc.utexas.edu.

Sincerely,

James Wilson, Ph.D.
Institutional Review Board Chair

Appendix E: Code List

1. Role of Trustee
2. Chancellor Leadership
3. Faculty
4. Programs
 - Salzburg/International Programs
 - Student International Events
 - Study Abroad
5. Curriculum Infusion
6. Partnerships
 - Sister Cities/International Partnerships
 - Community & Business Partnerships
7. College Mission
8. Planning, Structures, and Systems
9. Student Success
 - Global Citizens
10. Factors/Barriers
 - Community
 - Funding & Resources

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Nan M McRaven, ED.D.

1906 Mountainview Road • Austin, Texas
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PROFFESIONAL PROFILE

- 25+ years experience in communications, media and public relations, public affairs and government relations, strategic issues management, community engagement, development and fundraising, and advocacy.
- 12 years as a Trustee of Austin Community College District and policy advocate on higher education.

EDUCATION

- ED. D. Candidate – Educational Administration, Community College Leadership Program, The University of Texas at Austin May 2015
- M.P.A – Public Affairs, The University of Texas at Austin 1976
Lyndon B. Johnson School of Public Affairs
- B.A. – Government, Sam Houston State University 1973

ACADEMIC HONORS AND AWARDS

- Recipient, Pennybacker Award 1973
- Outstanding University Student 1973
- LBJ School, UT at Austin, Scholarship 1974 -1976

ACADEMIC/TEACHING EXPERIENCE

- University of Texas at Austin, LBJ School 1999
- Austin Community College 1987
- St. Edwards University 2003

COURSES TAUGHT

- Strategic Issues Management
- Government
- International Business Relations

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

- PUBLIC AFFAIRS CONSULTANT 2007-Present

- THE TRUST FOR PUBLIC LAND 2005-2008
Director, Texas State Office
 - Directed and managed the Texas Office
 - Directed land acquisition activities
 - Coordinated development, public affairs and media relations
 - Lobbied local, state, and federal agencies
 - Created a new Texas vision and strategic plan
 - Managed Community Advisory Councils

- FREESCALE SEMICONDUCTOR, INC. 2004-2005
Senior Director, Public Affairs
 - Created a new global public affairs organization
 - Coordinated community relations and sponsorships worldwide
 - Directed the global government relation function 1989-2004
 - Directed Corporate Social Responsibility function

- MOTOROLA, INC. SEMICONDUCTOR PRODUCT SECTOR (SPS) 1999-2004
Vice President, Communications and Public Affairs
 - Directed communications for a \$5 billion global business including:
 - Employee, PR, media relations, financial and issues management
 - Directed the communications for the SPS Office of the President
 - Managed a global team of 50+ employees and a

\$11 million budget

- Directed the community relations program
- Managed the government affairs for the business

Director, Strategic Communications

1997-1999

- Provided high-level communication support for the SPS Business Office of the President
- Directed the state and local government relation function for the Motorola Southwest Region
- Lobbied local and state governments for Motorola account teams

Director, External Government Relations

1993-1997

Manager, Government Relations for Texas

1989-1993

• AUSTIN CHAMBER OF COMMERCE

1984-1989

Vice President, Governmental Relations/Community Development (1986-1989)

- Directed the Government Relations Department local and national outreach
- Managed Special Programs and Membership

Administration and Planning (1984 – 1986)

- Created the Small Business Council
- Supervised the Chamber's operations

• TRAVIS COUNTY, AUSTIN TEXAS

1976-1984

- Created the budget department and managed the \$60 million budget
- Managed the human resource function for 1,200 employees
- Served as the liaison between the Commissioners Court and 40 regional elected

officials

- Lobbied with the Conference of Texas Urban Counties

PRESENTATIONS

- Global Education and the Role of the Board of Trustees, Salzburg Global Seminar 2013 Summer

PROFESSIONAL AFFILIATIONS

- TechAmerica – Texas Council
- Republican and Democratic Governors Associations
- Council on State Taxations (COST)
- Organization for International Investments (OFII)
- National Council of State Legislators
- Public Affairs Council
- Penn and North Carolina Chamber of Commerce
- California Taxpayers Association
- Community Colleges Association of Texas Trustees

COMMUNITY SERVICE

- Breast Cancer Resource Center
- Austin Area Research Organization
- Greater Austin Chamber of Commerce
- Austin Community College Foundation